



P.S. 170 THE RALPH A. FABRIZIO SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 20K170
ADDRESS: 7109 SIXTH AVENUE, BROOKLYN, NY 11209
TELEPHONE: (718) 748-0333
FAX: (718) 921-6351

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 20K170 SCHOOL NAME: Ralph A. Fabrizio School

SCHOOL ADDRESS: 7109 Sixth Avenue, Brooklyn, NY 11209

SCHOOL TELEPHONE: (718) 748-0333 FAX: (718) 921-6351

SCHOOL CONTACT PERSON: Zhen (Tony) Wu EMAIL ADDRESS: zwu@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Evan Schwartz

PRINCIPAL: Zhen (Tony) Wu

UFT CHAPTER LEADER: Evan Schwartz

PARENTS' ASSOCIATION PRESIDENT: Valerie Kapassakis & Margurite Magalhaes Co-Presidents

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 20 SSO NAME: Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Debra Van Nostrand

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Zhen (Tony) Wu	*Principal or Designee	
Dianne V. Gounardes	Assistant Principal	
Evan Schwartz	*UFT Chapter Chairperson or Designee	
Valeria Kapassakis	*PA/PTA President or Designated Co-President	
Noreen Spelman	DC 37 Representative, if applicable	
Abigail Figueroa	Parent Coordinator	
Anis Aouam	Parent Representative	
Maryellen Seger	Parent Representative	
Alicia Vega	Parent Representative	
Angela Bartolomeo	Teacher Representative	
Ruthann Edwards	Teacher Representative	
Triathe Sialakas	Teacher Representative	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 170, the Ralph A. Fabrizio School, was formerly the Lexington School. The school acquired its new name in 2009 to honor the memory of our former principal and District 20 Superintendent. The mission of our school is to provide quality and state-of-the-art education to our culturally diverse population, including a significant percentage of English Language Learners as well as students of special needs. Our vision is to instill a love of learning by creating a safe and nurturing environment where every student can maximize his or her potential in all academic, cultural, and social arenas.

With a rapid increase in student population in recent years, the school has reached its maximum building capacity. We presently have a science lab, a computer lab, and an auditorium in addition to 33 classrooms in the main school building and 4 portable classrooms in the school yard. We have converted one wing of the basement to a gymnasium to meet the student needs in physical education. A number of small rooms are used to provide a variety of academic intervention services to meet the needs of our diverse population.

In order to address the needs of our students, including those of the English Language Learners and special needs students, we will implement the following instructional programs:

- We will continue to use MacMillan's Treasures Literacy Series that provides our students with standards based instruction utilizing a thematic approach. The workshop model is our method of instruction. This comprehensive, research-based reading program offers a wealth of high quality literature to engage learners where explicit instruction and ample practice ensure students' growth in reading proficiency. Each week's lesson integrates grammar, writing, and spelling for a total language arts approach. The series contains authentic literature with 60% non-fiction text. Weekly, as well as, unit benchmark assessments are aligned with the NYS Learning Standards/Core Curriculum. Assessment results will be scanned to generate performance and item analysis reports for teachers to differentiate their instruction to meet the needs of all students. A pacing calendar has been developed to coordinate collaborative planning, instruction implementation, assessments, and professional development.**
- We will continue to implement the Everyday Math curriculum supplemented by Math Steps. We align all units with standards based assessments, the results of which will be scanned to generate student performance reports. This enables teachers to critically analyze each student's work as it relates to the standards and highlight areas of concern for targeted instruction. It also makes it easier to share students' progress with parents.**

- We will continue the co-teaching model for our ESL program. ESL teachers are team teaching with general education teachers to provide extended periods of ESL instruction. The ELL students benefit from full time linguistic interaction with their native English speaking peers, totally immersed in an English language environment. Having two classroom teachers working together makes additional small group instruction possible. Small group instruction allows for more effective differentiated instruction. Dr. Fillmore's methodology of teaching English semantics and syntax to the English Language Learners will be continued with the support from ICI Learning Support Organization.
- We have Collaborative Team Teaching classes (CTT) from grades K to 5 to meet the needs of our special education students. We have a full time IEP teacher to support classroom teachers in addressing the needs and meeting the goals of individual students as indicated on their IEPs.

All our teachers will participate in Collaborative Inquiry for cluster teachers and out of classroom teachers. Meetings have been planned twice a month for each grade, as well as, for cluster teachers to analyze data including formal/informal and summative/formative and student work. Each grade will identify inquiry focus, target population, skill/sub skills, and set long/short term goals. The conditions of learning for the target population will be examined and intervention strategies will be implemented to address the identified needs. We will also monitor the students' progress through interim assessments to ensure we are on the right track to meet our goals and adjust our instructional practice if necessary.

Technology plays an important part in the daily instruction of our students. Teachers will be provided professional development opportunities to learn how to use interactive Smart Boards to provide multi-media instruction to engage students in learning effectively and efficiently. We have two technology teachers who work with students and coach individual teachers in creating lessons using technology. This year the technology program is also designed to support the Social Studies curriculum.

PS 170 was identified as an Exemplary Arts Education Site and will continue to stay at the forefront of arts education. We will offer a variety of visual art, music, dance and theater opportunities to all students. We will continue the after school drama club for our ELL students, as well as enrichment activities in visual arts and other art forms.

Despite budget cuts, after school programs will be created to provide academic intervention for students in need of improvement, as well as, provide enrichment to high performing students.

Increasing parent involvement is one of our top priorities. Parent workshops, parent ESL classes, and other activities will be planned to increase parent involvement and support student learning at home. We will work with the entire school community, including the community based organizations, to give our students the best learning environment and make PS 170 the school we envision.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Ralph A. Fabrizio School						
District:	20	DBN:	20K170	School BEDS Code:	332000010170		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		96.0	95.5	95.9
Kindergarten	137	152	152	Student Stability - % of Enrollment:			
Grade 1	130	125	146	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	130	139	130		91.9	91.9	92.7
Grade 3	117	120	130	Poverty Rate - % of Enrollment:			
Grade 4	130	120	130	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	120	123	126		75.0	75.0	75.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		0	1	3
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		43	38	21
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	1	0	(As of October 31)	2006-07	2007-08	2008-09
Total	764	797	818				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	10	23	5
# in Collaborative Team Teaching (CTT) Classes	28	40	57	Superintendent Suspensions	6	4	0
Number all others	14	25	25	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	265	294	315				
				Number of Teachers	57	66	70

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	6	5	Number of Administrators and Other Professionals	4	8	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.7	66.7	65.7
				% more than 5 years teaching anywhere	50.9	48.5	51.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	88.0	86.0	89.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.6	95.0	96.6
American Indian or Alaska Native	0.3	0.2	0.2				
Black or African American	1.7	1.2	1.5				
Hispanic or Latino	20.4	21.3	19.2				
Asian or Native Hawaiian/Other Pacific Isl.	35.1	35.6	34.6				
White	42.5	41.5	44.3				
Male	52.9	51.1	52.0				
Female	47.1	48.9	48.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		-	-	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	87.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	53.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Progress Reports: 07/08 and 08/09 Comparison*

PR Score	56.2; 87.2	PR Grade	B; A					
Academic Expectations Survey Score	Communication Survey Score	Engagement Survey Score	Safety Survey Score	School Environment Attendance Rate	% Level 3 or 4 ELA	Median Proficiency Ratg ELA	% Level 3 or 4 Math	Median Proficiency Ratg Math
7.8; 7.6	7.2; 6.8	7.1; 6.9	8.3; 7.9	95.5; 95.9	65.1; 75.7	3.11; 3.21	85.9; 94.1	3.65; 3.75
1-Year Progress ELA	1-Year Progress Low 3rd ELA	Avg Change L1/L2 ELA	Avg Change L3/L4 ELA	1-Year Progress Math	1-Year Progress Low 3rd Math	Avg Change L1/L2 Math	Avg Change L3/L4 Math	% Exemp Gain ELA - ELL
66; 70.1	85.3; 88.4	0.35; 0.5	0.01; 0.05	65.9; 78.4	61; 80.2	0.18; 0.57	0; 0.1	0.75; 0.75
% Exemp Gain ELA - Special Ed	% Exemp Gain ELA - Hispanic	% Exemp Gain ELA - Black	% Exemp Gain ELA - Other	% Exemp Gain Math - ELL	% Exemp Gain Math - Special Ed	% Exemp Gain Math - Hispanic	% Exemp Gain Math - Black	% Exemp Gain Math - Other
0; 1.5	1.5; 1.5	N/A	0; 1.5	0; 1.5	0; 1.5	0; 0.75	N/A	0; 1.5

* The first number is from 07/08 Progress Report and the second from 08/09.

ELA History 2007-2009

Grade/Category	Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
3	2007	16	14.8	42	38.9	44	40.7	6	5.6	50	46.3
3	2008	4	3.1	46	35.1	73	55.7	8	6.1	81	61.8
3	2009	3	2.3	25	19.5	94	73.4	6	4.7	100	78.1
4	2007	15	12.5	41	34.2	60	50.0	4	3.3	64	53.3
4	2008	12	10.4	35	30.4	66	57.4	2	1.7	68	59.1
4	2009	7	5.3	35	26.3	87	65.4	4	3.0	91	68.4
5	2007	6	5.3	32	28.1	76	66.7	0	0.0	76	66.7
5	2008	3	2.5	29	24.4	82	68.9	5	4.2	87	73.1
5	2009	0	0.0	24	20.0	88	73.3	8	6.7	96	80.0
All Grades	2007	37	10.8	115	33.6	180	52.6	10	2.9	190	55.6
All Grades	2008	19	5.2	110	30.1	221	60.5	15	4.1	236	64.7
All Grades	2009	10	2.6	84	22.0	269	70.6	18	4.7	287	75.3
GE	2007	30	9.2	106	32.6	179	55.1	10	3.1	189	58.2
SP.ED	2007	7	41.2	9	52.9	1	5.9	0	0.0	1	5.9
GE	2008	16	4.7	98	28.7	212	62.2	15	4.4	227	66.6
SP.ED	2008	3	12.5	12	50.0	9	37.5	0	0.0	9	37.5
GE	2009	6	1.7	71	20.7	249	72.6	17	5.0	266	77.6
SP.ED	2009	4	10.5	13	34.2	20	52.6	1	2.6	21	55.3
ELLs	2007	29	30.2	50	52.1	17	17.7	0	0.0	17	17.7
EP	2007	8	3.3	65	26.4	163	66.3	10	4.1	173	70.3
ELLs	2008	17	14.7	60	51.7	39	33.6	0	0.0	39	33.6
EP	2008	2	0.8	50	20.1	182	73.1	15	6.0	197	79.1
ELLs	2009	8	6.3	56	44.1	63	49.6	0	0.0	63	49.6
EP	2009	2	0.8	28	11.0	206	81.1	18	7.1	224	88.2

Math History 2007-2009

Grade	Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
3	2007	5	4.3	14	12.0	60	51.3	38	32.5	98	83.8
3	2008	4	2.9	10	7.4	80	58.8	42	30.9	122	89.7
3	2009	0	0.0	1	0.7	102	75.6	32	23.7	134	99.3
4	2007	3	2.3	19	14.7	69	53.5	38	29.5	107	82.9
4	2008	11	9.2	13	10.9	66	55.5	29	24.4	95	79.8
4	2009	3	2.3	4	3.1	68	51.9	56	42.7	124	94.7
5	2007	3	2.5	21	17.2	69	56.6	29	23.8	98	80.3
5	2008	4	3.1	12	9.4	77	60.6	34	26.8	111	87.4
5	2009	5	4.1	8	6.6	69	56.6	40	32.8	109	89.3
All Grades	2007	11	3.0	54	14.7	198	53.8	105	28.5	303	82.3
All Grades	2008	19	5.0	35	9.2	223	58.4	105	27.5	328	85.9
All Grades	2009	8	2.1	13	3.4	239	61.6	128	33.0	367	94.6
GE	2007	9	2.6	48	13.7	188	53.7	105	30.0	293	83.7
Sp.Ed	2007	2	11.1	6	33.3	10	55.6	0	0.0	10	55.6
GE	2008	15	4.2	30	8.4	206	57.9	105	29.5	311	87.4
Sp.Ed	2008	4	15.4	5	19.2	17	65.4	0	0.0	17	65.4
GE	2009	7	2.0	10	2.8	212	59.9	125	35.3	337	95.2
Sp.Ed	2009	1	2.9	3	8.8	27	79.4	3	8.8	30	88.2
ELLs	2007	9	7.6	30	25.4	65	55.1	14	11.9	79	66.9
EP	2007	2	0.8	24	9.6	133	53.2	91	36.4	224	89.6
ELLs	2008	15	11.3	26	19.5	80	60.2	12	9.0	92	69.2
EP	2008	4	1.6	9	3.6	143	57.4	93	37.3	236	94.8
ELLs	2009	7	5.1	10	7.4	100	73.5	19	14.0	119	87.5
EP	2009	1	0.4	3	1.2	139	55.2	109	43.3	248	98.4

NYSESLAT 2009 By Grade Level

	Proficient	Advanced	Intermediate	Beginning
Grade 1	8	10	35	19
Grade 2	12	36	17	0
Grade 3	14	19	6	3
Grade 4	13	33	5	4
Grade 5	14	20	9	3
Total	61	118	72	29

After a meticulous analysis of the above data and intensive discussions, the findings of our school's strengths and challenges can be summarized as follows:

- The school has made consistent gains in both ELA and mathematics performance in the past three years. Students, who achieved level 3 and above in ELA, increased from 55.6% in 2007 to 75.3% in 2009. For mathematics, such increase went from 82.3% in 2007 to 94.6% in 2009.
- This consistent increase in ELA and mathematics performance also took place with the ELL and Special Education student subgroups.
- Student progress (1 year of progress in NYC progress reports) in ELA and mathematics has also gone up consistently in the past three years, which raised the school's Progress Report Grade from C in 2007 to A in 2009.
- The school's lowest third population has made significant progress in both ELA and math in the past 3 years.
- There is still a 10% gap in ELA performance compared to the top school in the peer group.
- There are still a significant number of level 1 and 2 students in ELA.
- The number of level 4 students in both ELA and math are significantly fewer than the schools in our peer group.
- Grade 4 has the lowest percentage of students scoring at level 3 or above in ELA. This correlates with the fact that the grade has the largest ELL population and the lowest tested out rate in NYSESLAT.
- Grade 5 has the lowest percentage of students scoring at level 3 or above in mathematics but the grade has made consistent gains in the past 3 years.
- The school has a significant increase in 2009 in the percentage of students who scored at the proficient level in NYSESLAT.
- The school has a large ELL population scoring at the advanced level. This population is particularly large in grades 2 and 4. Almost half of the advanced level students have stayed at that level for two or more consecutive years.
- There was a slight but general decline in the Learning Environment Report.

Reflecting upon our instructional practice, we believe that the following contributed to our accomplishments:

- **Align curriculum and assessments to NYS Learning Standards and Core Curriculum**
- **Focus on data collection and analysis**
- **Ongoing professional development in differentiated instruction and vocabulary methodology**
- **Investment in instructional technology including equipment and teacher training**
- **Innovative co-teaching ESL model and curriculum mapping**
- **Integrate arts into content areas**

The major challenges we face are:

- **Reduce the number of level 1 and 2 students in ELA and move the level 3 students to level 4.**
- **Accelerate the acquisition of the English language (both social and academic) for the ELL population thereby increasing the number of proficient students in NYSESLAT.**
- **Expand the inquiry process from a core team to a school wide initiative.**
- **Support teachers' growth in the utilization of data to differentiate instruction.**
- **Ability to dedicate funds for integrated arts instruction based on New York State Arts Standards.**
- **Improve school-parent communication, increase parent involvement in school activities, and provide resources to support at home learning.**

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- 1) By June 2010, the number of Level 1 and 2 students in English Language Arts will be reduced by 20%. To achieve this goal, 14 out of the 69 current level 1 & 2 students should score at level 3 or above in the 2009-2010 NYS English Language Arts Assessment.

(Our 08-09 Progress Report indicated that ELA performance was our weak area and there was 10% gap between our school and the top school in our peer group in ELA performance.)

- 2) By June 2010, the number of ELL students scoring at proficient level will be increased by 5%, from 21% to 26%. To achieve this goal, 75 out of 280 ELL students should score at the proficient level in the 2009-2010 NYS English as a Second Language Achievement Test (NYSESLAT).

(Our data indicated that a large percentage of ELLs scored at the advanced level in NYSESLAT and many of them have been stagnant at this level for two or more consecutive years.)

- 3) By June 2010, 100% pedagogues will participate in collaborative inquiry in their own grades or subject areas.

(The Chancellor requires that the vast majority of the pedagogical staff should be involved in collaborative inquiry. We believe that collaborative inquiry is very effective in enhancing data-driven instruction.)

- 4) By June 2010, all benchmarks in the Blueprints for Music, Visual Arts, Drama and Dance will be met through quality instruction and culminating activities.

(PS 170 was identified as an exemplary site for arts education last year. We realize the importance of arts education and also believe that arts are a very effective vehicle through which knowledge of other content areas can be learned.)

- 5) By June 2010, the participation rate for PTA meetings/parent workshops will increase. PTA meetings will increase by 5% percent, from 15% to 20% and for parent workshops from 10% to 12%. To achieve this goal, 33 additional parents on average will attend the PTA meetings and 10 additional parents will attend the workshops throughout the school year.

(We have a large population of ELLs and most of their parents do not speak English, which is the major barrier to their involvement with their child's education. The general decline in the 08-09 Learning Environment Survey also indicated a need to improve school-parent communication.)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts (ELA)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the number of Level 1 and 2 students in English Language Arts will be reduced by 20%. To achieve this goal, 14 out of the 69 current Level 1 and 2 students should score at Level 3 or above in the 2009-2010 NYS English Language Arts Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • In September 2009 teachers will identify and analyze the needs of their students who scored in level 1 or 2 on the previous year’s ELA, as well as, students scoring at a low level 3 and at risk students in the third grade. • Treasures’ program, which includes opportunities for whole and small group instruction, guided and independent reading, conferring and unit assessments, will be the primary literacy program used by teachers and support staff in grades K through 5 during the 2009-2010 school year. • CTT and the Co-Teaching Model for ELL students implemented to meet the needs of special populations in grades K through 5 during the 2009-2010 school year. • Use of technology including SMARTBoards and IT to enhance and support a wide range of student needs and learning styles in grades K through 5 during the 2009-2010 school year. • Twice a month grade inquiry meetings and daily common preps will allow for collaboration to analyze summative and formative data in order to differentiate instruction in grades K through 5 during the 2009-2010 school year. • Fountas and Pinnell, Acuity, Scantron Interim Assessments, and Treasures Unit Assessments will be used as diagnostic tools to monitor student progress in grades K through 5 during the 2009-2010 school year. • Small group settings: in AIS for grades 1 through 5, after-school programs, Wilson grades 2 through 5, and Leveled Literacy Intervention for grade 1 will be provided to targeted student populations during the 2009-2010 school year. • After school programs to challenge the high performing students and help the at risk students will be implemented throughout the school year.

	<ul style="list-style-type: none"> Professional Development will be provided to all staff for differentiated instruction, ARIS, Fountas and Pinnell Benchmark Assessment, Acuity, and Scantron Interim Assessment, during grade meetings, faculty conferences, off site workshops, and Chancellor’s Professional Development days.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> Tax Levy TL Children First Funding TL Fair Student Funding TL Fair Student Funding Incremental TL FSF Legacy Teacher Supplement TL DRA Stabilization Title I SWP Title I Arra SWP Title III Contract for Excellence EGCSR Federal Program 2A EGCSR State Program State Funding EGCSR State Program State Funding 2A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Expected improvement of students ELA performance will be monitored using:</p> <ul style="list-style-type: none"> Fountas and Pinnell Benchmark Assessment K through 5 (4 times a year) Acuity Predictive Assessments Grades 3 through 5 (2 times a year) Ed Performance Assessment Grades 3 through 5(2 times a year) Treasures Assessment Grades 1 through 5 (at the conclusion of each unit of study)

Subject/Area (where relevant): _____

ESL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the number of ELL students scoring at proficient level will be increased by 5%, from 21% to 26%. To achieve this goal, 75 out of 280 ELL students should score at the proficient level in the 2009-2010 NYS English as a Second Language Achievement Test (NYSESLAT).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Teachers in ELL co-teaching classrooms will analyze data, identify student needs, and create focus groups of ELL students for small group instruction during the 2009-2010 academic year.• Teachers will analyze the student data early in the year and identify those who are stagnant at the advanced level for consecutive years. They will provide additional intervention to address their needs throughout the year.• The Treasures Reading Program will continue to be our primary literacy program. This includes whole group, small group, guided reading, and independent reading, conferencing, and unit assessments. ESL modifications and strategies are embedded in the program.• Teachers will analyze the interim assessments including Fountas and Pinnell, Scantron, Acuity, Treasures, and ELL Interim Assessment results during monthly ESL and grade level meetings in order to develop lessons and strategies which will meet the targeted students' needs during the 2009-2010 academic year.• Dr. Fillmore's methodology of teaching English semantics and syntax to the English Language Learners will be continued with the support from ICI Learning Support Organization.• The school schedule is designed to provide five common preparation periods per grade in order to support the co-teaching model.• AIS, after school, and Saturday programs will be provided in small group settings to the targeted populations during the 2009-2010 academic year.• Technology such as SMARTBoards and IT will be utilized in classrooms to provide multimedia instruction to address the learning modalities and needs of the students during the 2009-2010 academic year.• The Manhattan Music Project, Storytelling with Ramona King, and an after school drama club will motivate students and enhance English language development during the 2009-2010 academic year.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- Tax Levy
- TL Children First Funding
- TL Fair Student Funding
- TL Fair Student Funding Incremental
- TL FSF Legacy Teacher Supplement
- TL DRA Stabilization
- Title I SWP
- Title I Arra SWP
- Title III
- Contract for Excellence
- EGCSR Federal Program 2A
- EGCSR State Program State Funding
- EGCSR State Program State Funding 2A

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

A 5% increase in the students at the proficient level is expected on the NYSESLAT assessment by June 2010. Yearly progress will be monitored at the school level by the following assessments:
Fountas and Pinnell-Benchmark Assessment Systems (October, March and June)
Acuity Predictive (two yearly assessments)
ELL Interim Assessments (two yearly assessments)

Subject/Area (where relevant): _____

ELA/Inquiry

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All pedagogues will participate in collaborative inquiry throughout the 2009-2010 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Twice a month collaborative inquiry meetings will be scheduled for grades K-5.• Monthly collaborative inquiry meetings will be scheduled for cluster and out of classroom teachers.• Monthly collaborative inquiry meetings will be scheduled for ESL teachers.• Monthly collaborative inquiry meetings will be scheduled for the school cabinet.• Beginning in September, collaborative inquiry teams at all levels will analyze summative data to identify content area focus, skill/subskills, and target populations.• Beginning in October, teams will set long and short term goals and analyze the conditions of learning of the target population. Based on the analysis, teams will come up with instructional strategies to address the identified skill/subskills.• At each interim check point, teams will analyze the interim assessment results to determine if the recommended strategies are effective, if short term goals are met, and if further adjustments of instructional plans are needed.• Classroom inter-visitations and school intra-visitations will be scheduled to share and learn best practices in conjunction with meeting professional teaching standards.• At the end of the school year, teams will examine the annual summative data to determine if the long term goals have been met. They will reflect on the year's inquiry for improvement to see if any systematic changes are needed to maintain student progress.• Training in data systems such as ARIS and in differentiated instruction will be embedded into the inquiry process.• Monthly consultation and communication with the School Leadership Team will be conducted.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none">• Funding for Inquiry Team• Funding for Data Specialist• Tax Levy• TL Children First Funding• TL Fair Student Funding• TL Fair Student Funding Incremental• TL FSF Legacy Teacher Supplement• TL DRA Stabilization• Title I SWP• Title I Arra SWP

	<ul style="list-style-type: none"> • Title III • Contract for Excellence • EGCSR Federal Program 2A • EGCSR State Program State Funding • EGCSR State Program State Funding 2A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Schedules • Meeting/training agenda, attendance, notes • Lists of identified skill/subskills and lists of targeted population • Interim assessment results of the targeted students • Option A Inquiry Projects of those teachers who selected the option of teacher evaluation. • Annual State assessments for the target population • Teacher observation reports • Student portfolios

Subject/Area (where relevant): The ARTS – Music, Dance, Theater and Visual Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all benchmarks in the Blueprint for Music, Visual Arts, Drama and Dance will be met through quality instruction and culminating activities.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Programs and activities will be scheduled for all classes in grades K-5 as mandated by the New York State Education Department in all four disciplines of the ARTs. • Funding will be secured to support the inclusion of cultural organizations and in-house arts staff through school budgets as well as grants and outside funding sources. • Daily ARTs activities, school trips and contracted educational consultant programs will be aligned to support arts education as well as other content areas. • Rubrics will be developed by visual arts and music teachers and used to assess student work in these disciplines. • Professional development will be offered to ARTs certified staff as well as all pedagogues to encourage integrated arts instruction and assessment of student work in the ARTs. • Students will participate in community and city/wide contests and adjudications. • Student work will be displayed and celebrated. • Students and staff will participate in multicultural celebrations and performances. • Students will be exposed to a variety of resources available in respective ARTs disciplines. • Monthly assembly programs will offer all children the opportunity to perform on stage in front of an audience. • Parents will be encouraged to celebrate and participate in ARTs programs through invitations to monthly assemblies, classroom celebrations and class trips. • Students and parents will develop an understanding of career opportunities through ARTs related jobs by attending professional performances, monthly trips to cultural institutions, question and answer sessions with contracted educational consultants during in-house performances. <p>Responsible staff members: Classroom teachers, Visual Arts teacher, Music and Instrumental teacher, Project Arts Coordinator with supervision by school administrators.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title III Funding • Title I SWP • Title I Arra SWP • Tax Levy Fair Student Funding • Tax Levy Children First Funding • Tax Levy Fair Student Funding Incremental • Tax Levy DRA Stabilization • Tax Levy FSF Legacy Teacher Supplement • Grants • Contract for Excellence • EGCSR Federal Program 2A • EGCSR State Program State Funding • EGCSR State Program State Funding 2A • Quid pro quo
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Rubrics for Visual Arts and Music • Evaluations from Students, Teachers and Parents • Written Responses from students • Student Portfolios • Student Performances • NYC Blueprint for Teaching and Learning in the Arts • Photographs/Videos/Culminating Binder of Project Arts Events • Progress will be monitored as programs and events occur on an ongoing basis.

Subject/Area (where relevant):

Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Parent attendance at PTA meetings for 2009 – 2010 will increase by 5%, from 15% to 20%, from an average of 100 attendees to an average of 133 attendees. Parent attendance at parent workshops for 2009 – 2010 will increase by 2%, from 10% to 12%, from an average of 60 participants to an average of 70 participants.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• The Parent Coordinator will survey parents to determine their needs and interests.• School leaders, faculty, PTA and the parent coordinator will collaborate in order to consistently and effectively communicate with families.• Convey high expectations for attendance, behavior and academic performance and how students and families can meet these expectations.• Opportunities for parent involvement will include but not be limited to:<ul style="list-style-type: none">○ monthly PTA meetings○ monthly parent coordinator scheduled workshops○ curriculum conferences○ semi-annual parent teacher conferences○ parent bulletin board reflecting current events and information○ Parent Reading Partnership Program - will be held on the first Friday of every month. Parents are invited to join their child’s class from 8:45 to 9:30 A.M. to share the reading of a grade appropriate selection.○ Learning Leaders program - will be offered to train interested parents in offering support to struggling students.○ Family Math Night - will be scheduled in the spring of 2010 in order to assist parents with helping their children practice and master basic math skills through the use of games featured in the Everyday mathematics curriculum.○ Adult ESL classes - will be offered for the entire school year for those parents who wish to become proficient in English.• Translation and interpretations will be provided for major parent involvement events and important school-family correspondence.• The Parent Coordinator will continue to build and maintain a lending library reflective of parents’ needs and interests. Materials will be available to parents in the Parent Room on Fridays.• Parents’ Book Club will meet on a monthly basis to provide parents the opportunity to explore different techniques on how to share the experience of reading with their children.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- Tax Levy
- TL Children First Funding
- TL Fair Student Funding
- TL Fair Student Funding Incremental
- TL FSF Legacy Teacher Supplement
- TL DRA Stabilization
- Title I SWP
- Title I Arra SWP
- Title III
- Contract for Excellence
- EGCSR Federal Program 2A
- EGCSR State Program State Funding
- EGCSR State Program State Funding 2A

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- PTA meeting agendas, attendance sheets, and program descriptions of the programs mentioned above
- Parent workshop agendas and attendance sheets
- Parent ESL class schedules and attendance
- Translated materials

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	10	0	0	
1	51	51	N/A	N/A	5	0	0	
2	79	79	N/A	N/A	12	0	0	
3	72	72	N/A	N/A	10	0	0	
4	73	73	8	0	10	0	0	
5	73	73	0	12	15	0	0	
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Leveled Literacy Intervention is a program for struggling readers and writers in grades K-2. Teachers work with groups of 3 students four to five days a week for eighteen weeks with the goal of bringing these students to grade level. LLI combines reading, writing and specific work on sounds, letters and words. Authentic leveled texts are used to teach reading strategies and writing lessons are used to extend comprehension. Running records are used to determine students suitable for each group and are used on an ongoing basis to assess students' reading levels and drive instruction. At PS 170, an LLI teacher sees a group 4 times a week during the morning AIS period (37 ½ minutes) and 2 additional teachers work with groups 5 times a week during the school day.</p> <p>The Wilson Reading System is to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. Throughout the program, a ten part lesson plan, designed to be very interactive between teacher and student, is followed. The lessons progress from easier to more challenging tasks for decoding and then spelling. Wilson Reading System is provided as a small group instruction during 37 1/2 Minutes from Monday through Thursday. Small group instruction is also provided through out the school day consisting of 5 periods per day for the duration of 45 minutes from Monday through Friday.</p>
Mathematics:	<p>All students who are identified as needing extra support in mathematics are invited to attend our after school intervention program. There is no more than 15 students in each class and teachers follow the Every Day Math Curriculum. In addition, during the 37 ½ minutes instruction is individualized, and acuity is used as a supplement to the Everyday math curriculum.</p>
Science:	<p>Two science teachers provide small group instruction during the 37 ½ minutes. Students rotate on a 6-8 week cycle so that all students who require support attend. In addition we have an after school program that services general ed, special ed and ESL students in small groups for two hours.</p>
Social Studies:	<p>We will implement an innovative technology program to provide AIS in social studies to students. The two technology cluster teachers will work with the classroom teachers to differentiate instruction in social studies, through Smartboard and IT technologies, to meet the needs of target students and classes.</p>

<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>During the school day, in both small group and individual settings, the school guidance counselor collaborates with all members of the school community to develop and deliver a program that supports every student's academic, career and personal/social development. She supports student success through services focusing on study and test taking skills, promoting successful student transitions from grade to grade, teaching student's mediation and conflict resolution, encouraging positive motivation and facilitating access to community resources. Guidance sessions are geared toward the six pillars of character: trustworthiness, respect, responsibility, justice/fairness, caring and citizenship.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>During the school day the school psychologist engages in pre referral intervention by consulting with teachers and parents. The goal is to identify the presenting problem and facilitate the development of effective intervention strategies at a tier I and tier II level. At the tier II level this may involve reaching out to community resources, in addition to utilizing school resources. Consultation is child specific and individually based. Depending on the child's response to intervention the case can be brought to the Pupil Personnel Committee, where intervention plans can be fine tuned. At the point where tier I and tier II interventions have been exhausted, the school psychologist explains and facilitates the tier III referral process to the teacher or parent and acts as a liaison between the school and the Integrated Service Center.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Our Social Worker facilitates parent outreach with parents of children in special education and the parents of children in general education. Our social worker helps parents obtain services through outside agencies as well as through the department of education. Our social worker also provides short term at risk counseling on an as needed basis.</p>
<p>At-risk Health-related Services:</p>	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI	School P.S. 170
Principal Mr. Tony Wu	Assistant Principal Ms. Dianne Gounardes
Coach Ms. Maria Donohue	Coach Ms Cynthia Aweeky
ESL Teacher Ms. Maria DeGrezia	Guidance Counselor Ms. Vera Lerudis
Teacher/Subject Area Ms. Jane Connor	Parent Mrs. Valerie Kapassakis
Teacher/Subject Area Ms. Holli Sainz	Parent Coordinator Ms. Abigail Figueroa
Related Service Provider Ms. Laura Giammarino	SAF type here
Network Leader Ms. Debra Van Nostrand	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	12	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	799	Total Number of ELLs	281	ELLs as Share of Total Student Population (%)	35.17%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	6	6	4	3	3	3				25
Total	6	6	4	3	3	3	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	281	Newcomers (ELLs receiving service 0-3 years)	163	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	118	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	163	0	30	118	0	10	0	0	0	281
Total	163	0	30	118	0	10	0	0	0	281

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

Number of third language speakers:

languages): ____			
Ethnic breakdown of EPs (Number)			
African-American: ____	Asian: ____	Hispanic/Latino: ____	
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____	

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	13	16	13	9	6	6				63
Chinese	17	20	22	13	22	17				111
Russian	0	3	2	0	0	0				5
Bengali	0	2	1	0	2	0				5
Urdu	5	5	0	0	3	2				15
Arabic	14	17	15	5	9	7				67
Haitian Creole	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	0				0
Polish	1	2	0	0	1	0				4
Albanian	1	1	1	0	1	1				5
Other	1	3	0	1	1	0				6

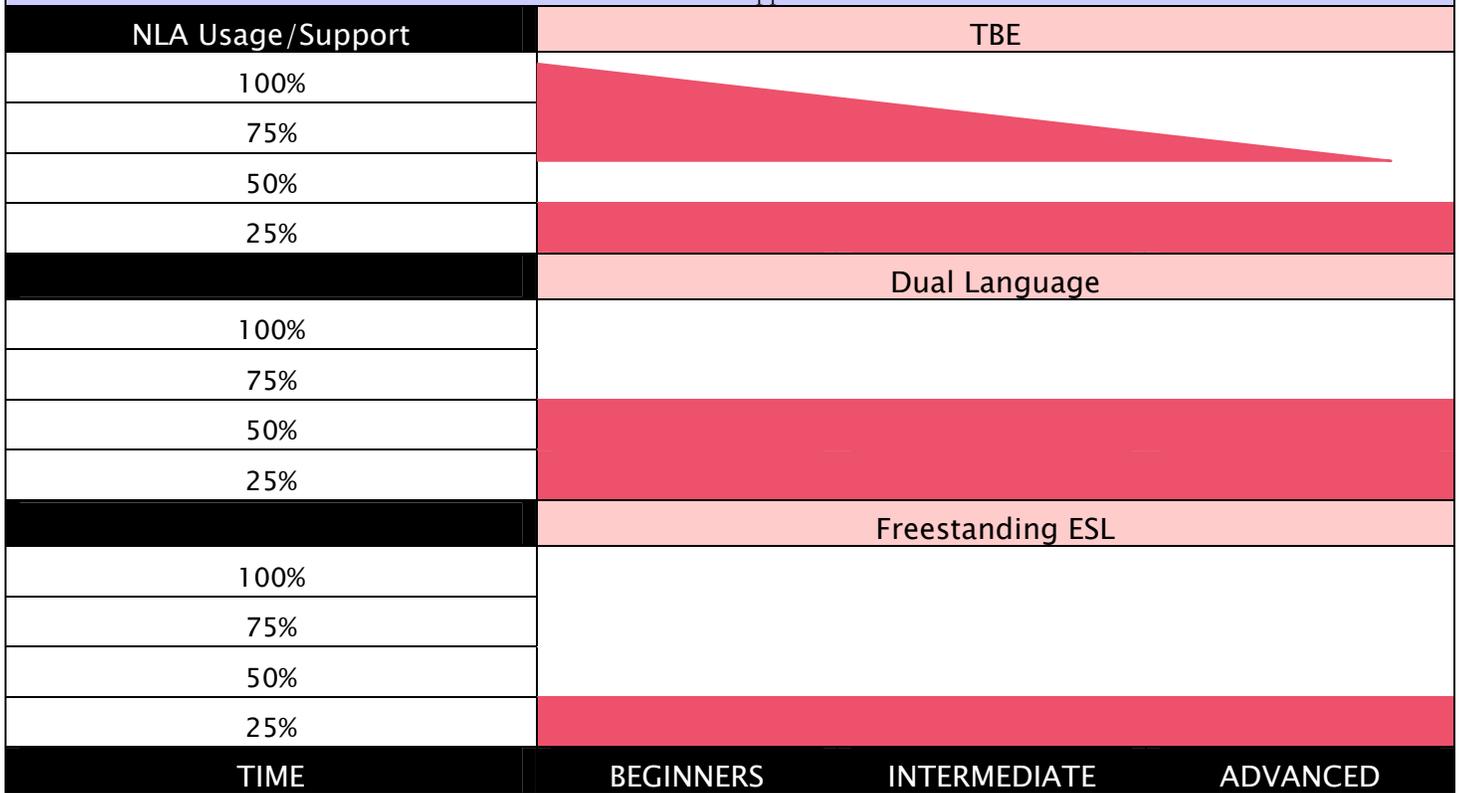
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	52	69	54	28	45	33	0	0	0	281

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	19	23	6	3	4	5				60
Intermediate(I)	6	32	16	7	6	9				76
Advanced (A)	28	12	34	17	34	20				145
Total Tested	53	67	56	27	44	34	0	0	0	281

4	2		7		21		15		45
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		7		16		4		34
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dianne Gounardes	Assistant Principal		
Abigail Figueroa	Parent Coordinator		
Maria DeGrazia	ESL Teacher		
Valerie Kapassakis	Parent		
Jane Connor	Teacher/Subject Area		
Holli Sainz	Teacher/Subject Area		
Maria Donohue	Coach		
Cynthia Aweeky	Coach		
Vera Lerudis	Guidance Counselor		
Karina Constantino	School Achievement Facilitator		
Debra Van Nostrand	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 20K170 LAP Worksheet 2009-10_ Final.doc
Directory: G:\CM-DIGI\2010\04_April_10\041310\CEP
Document\Process\CEP_K170
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 10/27/2009 7:59:00 AM
Change Number: 2
Last Saved On: 10/27/2009 7:59:00 AM
Last Saved By: DOE
Total Editing Time: 4 Minutes
Last Printed On: 4/14/2010 9:08:00 AM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,847 (approx.)
Number of Characters: 33,331 (approx.)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 200 LEP _____ Non-LEP

Number of Teachers 10 **Other Staff (Specify)** 2 supervisors

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Upon examining the data and instructional practice for ELLs, we have identified the following most urgent needs:

- **There are a large number of advanced ELLs who have been stagnant at the advanced level for two or more consecutive years.**
- **Newcomer ELLs came in throughout the school year with different former education background and a lack of English proficiency required to learn the content knowledge of their grade level.**
- **Instruction for ELLs has not been sufficiently scaffolded with a variety of ESL strategies.**

Based on the identified needs, we will implement an after school program and a Saturday program. The after school program is to target the advanced ELLs who are stagnant at the level for two or more consecutive years. The program will run on Wednesdays and Thursdays from 3:00 to 5:00. It will begin in early November and end in April 2010. There will be a total of 4 classes (one class for each grade from grades 2-5) with 15-20 students in each class. The number of classes is determined according to the number of students who are stagnant at the advanced level. The classes will be taught by licensed ESL Teachers.

The Saturday program will be targeting the new comer ELLs, esp. the first year ELLs. There will be a total of 6 Saturday classes, which service a total of about 100 ELL students of grades K-5. The program will run on Saturdays from 8:00 to 12:00 and it will start in November and end in April 2010. The program will use theatre arts as the major vehicle to accelerate the acquisition of English for the newcomers. A variety of other ESL strategies will also be used throughout the program to scaffold instruction and amplify comprehensible inputs. The program will be taught by licensed ESL teachers.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All teachers, who provide the instructional programs for ELLs, will receive the following professional development:

- **ESL Co-Teaching training by Research and Development, ICI LSO**
- **ICI ESL workshops**
- **Dr. Fillmore’s training**
- **Collaborative Inquiry: twice a month**
- **Data driven instruction workshops**
- **ARIS training**

Form TIII – A (1)(b)

School: 20K170 BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

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	(\$ 42, 800.90)	40 hours of per session for professional development for ESL and

account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 		General Ed teacher to support ELL Students: 40 hours x \$49.89 (current teacher per session rate with fringe) = \$1,995.6 8 hours of per session for supervisors to organize and present professional development for Title III programs 8X 52.21 = \$ 417.68 640 hours of per session for ESL teachers to implement the proposed after school and Saturday programs 640X49.89 = \$ 31,929.60 162 per session hours for supervisors to organize and supervise the proposed after school and Saturday programs 162 X 52.21 = \$ 8458.02
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		N/A
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(\$4,679.10)	Books – Reader’s Theatre from Teacher Created Materials Materials for preparing children plays \$4,679.10
Educational Software (Object Code 199)		N/A
Travel		N/A
Other		N/A
TOTAL	\$ 47,480.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The need assessment was done through the following:

- **ATS Home Language Report**
- **Parent surveys**
- **PTA meetings**
- **Conversation with the parent coordinator**
- **Conversation with the School Assessment Team**

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

The following findings have been identified:

- **The largest language groups in the school by size are: Chinese (205, including Cantonese, Mandarin, and Chinese any), Arabic (161), Spanish (130), Urdu (35), Bengali (12), Russian (10), and Albanian (10)**
- **Most of the minority parents need both oral and written translation**
- **The school basically relied on the translation unit last year and the usual turnaround time was 2 to 3 weeks.**
- **The school does have staff who can translate school documents into Chinese, Arabic, and Spanish.**
- **Language is the major barrier for parent involvement**
- **We have discussed the findings at school cabinet meetings, PTA executive board meetings, and school leadership team meetings.**
- **We have announced the findings and what we plan to do in the PTA monthly meetings.**

Part B: Strategies and Activities

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

We have set a goal to translate all important school – family correspondences into the three major languages: Chinese, Arabic, and Spanish. Translation services for other languages will be provided upon request. Besides using the assistance from DoE’s translation unit, we will also use our own staff as well as parent volunteers to translate important school documents. We will establish a record-keeping system to save the translations that would probably be used year after year. This way, we will be more efficient in providing written translation. We will also explore the possibility of utilizing online translation systems to reduce human labor and shorten the translation time.

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

As with the written translation, we will provide oral interpretation services in the 3 major languages at PTA meetings, parent-teacher conferences, and any major school wide events. Interpretation services for other languages will be provided upon request.

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

The school will deliver the parent rights and responsibilities in different languages to the parents and the signs for translation services will be posted at the school’s lobby.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$791,812	\$217,355	\$1,009,167
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,918		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,173	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,591		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$10,868	
6. Enter the anticipated 10% set-aside for Professional Development:	\$79,181		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		21,735	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **100%**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Title I Parent Involvement Policy and Parent-School Compact for PS 170¹

Section I: Title I Parent Involvement Policy

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 our school. Therefore PS 170, *[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 our school and the families. PS 170’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 Advisory Council, as trained volunteers and welcomed members of our school community. PS 170 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;

¹ This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. 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 our school community;

PS 170'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. Our 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 our 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 PS 170 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, PS 170 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 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 schools 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 our 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ²dedicated 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 our school and will work to ensure that our 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 for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual 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; and
- 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.

² Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

PS 170 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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; and
- 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;

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 170, *[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. PS 170 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

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; and
- 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;

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. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by ____ the Title I committee _____ on _____.

This Parent Involvement Policy was updated on _____ 10/29/09 _____.

The final version of this document will be distributed to the school community on _____ November 18, 2009 _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please see the need analysis on pages 11 -15

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Please see the goals and action plans on pages 16 – 25

3. Instruction by highly qualified staff.

Although all staff is highly qualified, we still set aside funds to hire staff for professional development for our teachers.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

For professional development for our teachers, see pages 16-23. The principal, assistant principal, and pupil services personnel will attend workshops provided by our learning support organization, central offices, and outside organizations. For professional development for parents, please see pages 24-25.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

See pages 24-25

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

PS 170 meets with incoming Kindergarten parents in June. This orientation meeting is presented in English, as well as, Arabic, Spanish and Chinese which are the three main languages of our ELL students. We introduce our kindergarten teachers, discuss our curriculum and present ways for parents to help their children at home so that they may more easily transition into elementary school. Parents are also invited to tour several of our kindergarten classrooms to see their children's new school environment.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See pages 16 - 23

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See pages 30-31

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school counselor provides individual and small group counseling to mandated and at-risk students. The groups focus on social skills, learning skills, self control/anger management, divorce, loss, and school adjustment/transition. In addition, the counselor provides peer mediation, conflict resolution, and crisis intervention. Push-in guidance lessons for the younger grades (K-2) focus on boosting morale, self-esteem, and self-concept. The SAPIS person will conduct counseling to students with discipline problems as well as conflict resolution lessons in grades 3-5.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (N/A)

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT (N/A)

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

³ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) (N/A)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)⁴ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

⁴ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have adopted the McGraw-Hill Treasures Reading Series as our ELA curriculum. Treasures is fully aligned with NYS learning standards and core curriculum, with curriculum maps, pacing, assessments, and scaffolds for English Language Learners.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding was relevant before we adopted Treasures.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what

students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have reviewed the Everyday Math curriculum including its revised editions. We have further aligned the curriculum and its assessments with NYS Learning standards and core curriculum.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Everyday Math assessment results were predictive of the NYS math test results.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have set the school focus on collaborative inquiry and differentiated instruction. Professional developments, teacher evaluations, instructional resources are aligned with this focus.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Most teachers selected Collaborative Inquiry Project as their annual teacher evaluation option.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM⁵)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have set the school focus on collaborative inquiry and differentiated instruction. Professional developments, teacher evaluations, instructional resources are aligned with this focus.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

⁵ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Most teachers selected Collaborative Inquiry Project as their annual teacher evaluation option.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

N/A

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this

program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has adopted a co-teaching ESL model and has been providing a lot professional development in ESL strategies.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

NYSESLAT results have been significantly improved.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have closely monitored the academic progress of our ELLs. We have analyzed the NYSESLAT results of last year and designed after school and Saturday programs to address the identified needs.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Every ESL and classroom teacher have analyzed the ELL data and developed instructional plans to address student needs.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have reviewed our practices with special need students at our cabinet and PPT meetings.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Special Education compliance report indicates that we did not meet the compliance requirement.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will plan professional developments

- To help teachers distinguish learning disabilities from mere performance, language, or discipline problems
- To provide the teachers with the skills needed to help the at risk students
- To provide training in Power of Two for CTT teachers

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have reviewed our practices with special need students at our cabinet and PPT meetings.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Some IEPs match the findings.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will help the IEP writers to articulate with classroom teachers, observe students in classrooms, participate in training in understanding NYS curriculum and learning standards.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
1 student
2. Please describe the services you are planning to provide to the STH population.

We have met with the mother of the student and discuss the dismissal plan for her 3 children (two in middle school). We will closely monitor the academic progress of the student and provide support or intervention needed.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

P.S. 170 Language Allocation Policy

OCTOBER 2009

INTRODUCTION – ELL DEMOGRAPHICS

P.S. 170 is a diverse school whose members hail from many nations. Our literacy, math, and content curricula are guided by New York State Performance Standards. We are supported by the Integrated Curriculum and Instruction Learning Support Organization. Our school has a large ESL department, with twelve certified ESL teachers (which includes 11 ESL classroom teachers and one ESL coordinator/coach). P.S. 170 provide a vast array of academic intervention services for targeted students.

Our Language Allocation Policy (LAP) committee includes the following members of our school: Tony Wu (Principal), Dianne Gounardes (Assistant Principal), Maria DeGrezia (ESL Teacher), Maria Donohue (ESL Coach), Holli Sainz (Teacher), Jane Connor (Teacher), and Abigail Figueroa (Parent Coordinator) .

Our current data, as of October 2009, shows that our ELL population has slightly decreased from 322 out of the overall population of 820 (39%) to 281 (35%) of the overall student population of 799.

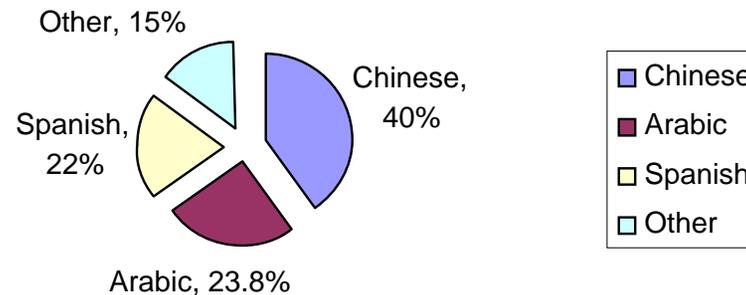
Our current data indicates that our ELL population includes 40 students with a Special Education classification; 25 of these students are in CTT classes, while the remaining 12 receive resource room services. Three of these Special Ed ELLs are X-coded (their IEPs specify monolingual services only), but the rest receive instruction from one of our 11 certified ESL providers. Our ELL population includes 163 students who are classified as newcomers, meaning that they have received zero to three years of ESL instruction, and 118 students are

currently receiving Extension of Services under CR Part 154. Most of our long-term ELLs have attended or will attend our Title-III-funded after school programs.

With 12 different languages spoken in the homes of our ELLs, no single linguistic or cultural group dominates the student makeup of P.S. 170. However, approximately 85% of our ELLs speak either Arabic (23.8%), Spanish (22%), or a dialect of Chinese (40%). The rest of our ELLs speak one of the languages listed in the table below, which breaks down our population by grade and home language:

Number of Students by Grade in Each Language Group (October 2009)

GRADE	K	1 st	2 nd	3 rd	4 th	5 th	TOTAL per language	% of ELLs
Albanian	1	1	1	0	1	1	5	1.8%
Arabic	14	17	15	5	9	7	67	23.8%
Bengali	0	2	1	0	2	0	5	1.8%
Chinese	17	20	22	13	22	17	111	40.0%
Polish	1	2	0	0	1	0	4	1.4%
Russian	0	3	2	0	0	0	5	1.8%
Spanish	13	16	13	9	6	6	63	22.0%
Urdu	5	5	0	0	3	2	15	5.3%
Other (Greek, Indonesian, Serbo-Croatian)	1	3	0	1	1	0	6	2.1%
TOTAL (per grade):	52	69	54	28	45	33	281	100%



ELL IDENTIFICATION PROCESS

When any new student comes to our school, our ESL coordinator, Maria Donohue, first checks their ATS admit-discharge history. Within the first ten school days, the ELL identification process is completed by a licensed pedagogue. If an incoming student has previously attended a New York City school, our coordinator checks the student's testing history to see if the student has previously taken the LAB-R and/or NYSESLAT. Since student records from other schools often come many weeks after the student enrolls at our school, and since these records do not always include the child's original HLIS form, we do not always have access to the student's original HLIS form. In cases such as this, when a student whose testing history indicates previous ESL testing, and the student has not passed out of ESL, the coordinator adds the student to our in-house ELL Target List and informs the ESL teacher that the child is eligible for services.

If the student has not previously been enrolled in a New York City school, we have the guardian fill out a HLIS form. One of our multi-lingual pedagogues (3 w
luent in Arabic) are available to translate

during the registration process, including answering any questions about filling out the HLIS. The ESL coordinator signs off on the HLIS to determine whether or not the student is eligible for LAB-R testing, and a copy of the HLIS is provided to the ESL teacher for confirmation.

If a first-time entrant to NYC schools has a HLIS form that indicates that the child is eligible for testing, the coordinator fills out and submits an official LAB-R form to the ESL teacher in that student's class, along with a photocopy of the student's HLIS. The form contains all information necessary for the LAB-R scan form, which the ESL teacher uses to create a scan and tests the student. The scan is submitted to the testing coordinator, and the unofficial LAB-R form is returned to the ESL coordinator. If the child is eligible for ESL services, the ESL coordinator inputs the student's information to our in-house Target List at that point. All HLIS forms are then photocopied and stored in the main office.

After a newly-admitted student has been identified as being eligible for ESL services, the ESL coordinator sends home copies of the letter inviting parents to attend an ESL orientation workshop (Appendix C), along with a copy of the parent survey and selection form (Appendix D). Our first orientation is held at the end of September, to accommodate the large number of new admits and kindergarten students eligible for ESL. After that, orientations are held every two to three weeks or on an as-needed basis. Approximately 30% of our ELLs' parents choose to return the Parent Survey and Selection form without attending an orientation, and the majority of the remaining parents attend the orientation. Parents who both decline to attend an orientation and neglect to return a filled-out Parent Survey form are invited to future orientations and are called by one of our multi-lingual pedagogues to ensure attendance. All parents' related documents can be found in the ELL Parent Information Case. ESL-related correspondence goes out to parents in both English and their native language, when available. During the past few years, we have been able to get Parent Surveys and Selection forms from nearly 100% of our parents/guardians.

After the students' guardians have submitted a Parent Survey and Selection form, they are sent a Placement Letter (Appendix F), to inform the parents that their student will be receiving ESL services. Photocopies are made of both the Parent Survey and Selection form and Appendix F and are stored in the school's main office, next to the photocopies of student HLIS forms.

After the creation of the first in-house ELL Target List of the year, which includes the most recent NYSESLAT scores, each ESL teacher is given the portion of the list which contains their own students. Each new year includes a brief re-training session to remind all teachers which entitlement letters are to be sent to which students, subsequently each teacher sends out the correspondence for all students on her or his roster. All correspondence is sent in both English and the student's home language.

Most of the entitlement correspondence does not need to be returned, but a system is in place to monitor and record the returning of the Parent Survey and Selection form. All such forms are given to the ESL coordinator as soon as they are received. The coordinator then does the following: 1) Makes a photocopy of the Parent Survey/Selection form to file in the main office, 2) Gives the original form to the classroom teacher to place in the child's cumulative folder, and 3) Enters the parent's program choice on the in-house Target List.

Periodically (every 2 to 4 weeks) the Target List is sorted to show the name of any new admits whose parents have not returned a Parent Survey/Selection form. These parents are invited to another orientation, and another copy of Appendix C is sent home and a phone call to follow up in their home language to explain the purpose of the meeting and encourage attendance.

We inform parents that there are a total of three program choices. These programs include, Freestanding ESL, Bilingual Education, and Dual Language. At present, our school only offers an ESL program, so all students who are eligible for an English instructional program are placed in our co-teaching ESL classes. We will provide bilingual education if there are 15 or more students on the same grade speaking the same language which would adhere to parent program selection. Parents are sent a Placement letter (Appendix F) after

returning the Parent Survey/Selection form; this informs the family that their child will be receiving ESL services for the entire school year. The Placement Letter is sent out in both English and the student's native language. A copy of each student's placement letter is attached to the copy of the Parent Survey/Selection form in the ESL files in the main office.

PARENT'S PROGRAM SELECTION TRENDS

YEAR	BILINGUAL		DUAL LANGUAGE		ESL	
2006	7	18%	5	13%	26	68%
2007	10	9%	4	2 %	76	89%
2008	6	8 %	2	2 %	41	90%
2009	5	6 %	1	3%	26	91%

Programs are aligned with parent's request, as shown in the above figures; the vast majority of the parents/guardians who returned a Parent Survey/Selection form indicated a first choice of Freestanding ESL. Even though some parents have requested Transitional Bilingual or Dual Language service for their children, because of the variety of languages spoken at our school there are not enough such requests in any one language to open a bilingual class. We will continue to let our parents know of the different choices of language support programs which are available in the school system, so we can look into offering alternative programs if requested by the mandated number of parents. Parent surveys are available at our school for review.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special ED	All	SIFE	Special ED	All	SIFE	Special ED	Total
TBE										
Dual Language										
ESL	163	0	30	118	0	10	0	0	0	281
Total	163	0	30	118	0	10	0	0	0	281

The above table illustrates the number of English Language Learners by subgroups as of October, 2009.

Lab-R 2009 New Admits			
Grades	Beginning	Intermediate	Advanced
Kindergarten	18	6	28
First	5	0	1
Second	1	0	0
Third	3	0	0

Fourth	1	0	1
Fifth	1	0	0

Analysis by data from our Lab-R New Admits suggests that our instruction should primarily focus on our beginner and advanced students.

Upon disaggregating the 2009 NYSESLAT into listening/speaking and reading/writing modalities, it becomes obvious that with a few exceptions, the vast majority of our students show higher abilities in the listening/speaking modality than in the reading/writing modality. The following table breaks down the 2009 NYSESLAT scores into separate modalities by grade, listing both absolute numbers and percentages of students at each proficiency level:

2008 NYSESLAT DATA FOR P.S. 170
Disaggregated into Listening/Speaking (L/S) and Reading/Writing (R/W)

	Total ELLs with 2009 NYSESLAT scores		B	I	A	P
First grade	63	L/S	0	11	21	8
		R/W	18	32	10	8
Second grade	44	L/S	0	7	34	12
		R/W	0	11	14	12
Third grade	54	L/S	0	1	9	14
		R/W	1	6	16	14
Fourth grade	42	L/S	1	0	16	13
		R/W	2	5	32	13
Fifth grade	31	L/S	1	1	14	12
		R/W	3	9	20	12

According to our current 2009 NYSESLAT results, there were 206 students tested in grades one through five. Upon reviewing the data, a total of 114 students scored at the intermediate and advanced levels in the modalities of listening and speaking. There were only 2 students who scored at the beginner level (one in grade four and one in grade five); both students are newcomers. In the reading and writing modality, there were 24 beginner students, 24 intermediate students, and 63 advanced students. The largest percentages of advanced students seem to be in the upper grades (grades four and five) and predominately in the modalities of reading and writing. A total of 52 advanced students in grades four and five, many of who- have had more than 3 years of ESL instruction.

Closer examination of data from the RLAT reveals that in the reading/writing modality, students score slightly higher in reading than on writing across all grade levels, indicating that writing is the weakest modality for ELLs.

Numbers and Proficiencies of ELLs by grade -NYSESLAT (October 2009)

Grade	K	1 st	2 nd	3 rd	4 th	5 th	TOTAL:
Beginner	19	23	6	3	4	5	60
Intermediate	6	32	16	7	6	9	76
Advanced	28	12	34	17	34	20	145
TOTAL:	53	67	56	27	44	34	281

Analysis of data from the RLAT and our in-house ELL Target List shows that our current ELL roster (as of October 2009) includes 60 beginning students, 76 intermediate students, and 145 advanced students. The above table explains each of the levels by grade.

In addition to using NYSESLAT data to learn more about the academic needs of our ELLs, we are now administering the ELL Interim Assessment twice a year. This assessment will give us feedback as to the specific skills and sub skills which our English Language Learners need in order to become proficient. This year we are continuing Monitoring for Results, in order to monitor our students' progress, by assessing students using Fountas and Pinnell Benchmark Assessment Systems. Teachers in grades Kindergarten through grade five assess

students three times a year (September, February and May); this provides useful information about students' reading behaviors, independent reading levels, oral vocabulary development and comprehension levels. Our school-wide focus on vocabulary acquisition, syntax development, and reading comprehension are all aimed at raising the number of ELLs who meet the designated literacy benchmark for their grade.

Progress of ELLs is also monitored through state exams. During all state tests, ELLs are provided with testing accommodations, which include separate testing locations, time and a half, and native language tests and/or glossaries where needed for up to two years after testing out of the NYSESLAT. The vast majority of our ELLs choose to take all state tests in English, although some newcomers choose to take the test with support of written translations (in Spanish or Chinese) or oral translations (in Arabic or Albanian). The following table breaks down the Math and ELA test scores of all ELLs who took these tests during the 2008-2009 school year:

ELL Data

for 2009 ELA and 2009 Math Tests

Test	Grade	Total # of ELLs tested	Score = 1	Score = 2	Score = 3	Score = 4
NYS ELA	4 th	36	0	16	20	0
	5 th	30	6	21	3	0
NYS MATH	4 th	40	0	0	36	4
	5 th	31	3	4	21	3

According to this data, out of 36 ELLs who took the 2009 ELA, 16 students are approaching the fourth grade standard while 20 fourth grade students met the fourth grade ELA standard. Of the 30 fifth grade students tested, 6 students scored a level 1 (far below the standard), 21 students were approaching the fifth grade standard, and 3 fifth grade students met the ELA standard. Of the 40 ELL students who took the 2009 NYS Math Assessment, 36 fourth grade students met the standard and 4 students scored a level 4-far above the standard. In fifth grade, 31 ELL students took the NYS Math Assessment, 3 students scored a level 1, 4 students scored a level 2, 21 students met the standard and 3 fifth grade students were far above the standard, scoring a level 4. These results show that more than 90% of our fourth and fifth grade ELL students scored at level 2 and higher and more than 95% of our fourth and fifth grade ELL students scored at level 2 and higher.

Third through fifth grade ELLs are also monitored through Ed Performance Scantron Testing, a computer program that tracks student progress on simulated state exams. Through this program, teachers not only monitor overall student progress, but also examine the individual academic strands (based on New York State standards) in which students are struggling. Last year, we implemented a scantron-based system that allows teachers to quickly and easily compile data from student assessments. Moreover, all classroom and ESL teachers are required to record a minimum of four conference notes per student per month, in order to track progress in reading and writing. Classroom tests and assessment binders also provide valuable data for monitoring ELLs. Finally, teachers have been working together to develop grade-wide rubrics, directly linked to the state ELA standards, to assess student learning in reading and writing.

ELL Data				
New York State 4th Grade Science 2009				
Level	1	2	3	4
# of Students	2	7	21	15

ELL Data				
New York State 5th Grade Elementary Social Studies 2008				
Level	1	2	3	4
# of Students	7	7	16	4

ESL PROGRAM MODELS AND INSTRUCTIONAL APPROACHES

Teachers and administrators at P.S. 170 use all of the above mentioned data to monitor and guide the instruction of ELLs. All required services support and correspond to our English Language learners on grade level and age according to RNMR reports. The school schedule has been designed to provide five common preparation periods per grade in order to support the co-teaching model. In addition, during monthly grade conferences, collaborating teachers analyze their students' data and identify each student's strengths and weaknesses. With this information at their fingertips, teachers then use the data to plan and differentiate instruction to meet the needs of their students.

For the second year, our school has implemented a push-in model with an emphasis on collaboration and co-teaching. There are twenty five ESL co-teaching classes, in which a heterogeneous group of ELLs and non-ELLs are instructed by both a common branch

teacher and an ESL teacher. The ESL teacher in each class attends for ten periods a week for the beginning and intermediate ELL students and 5 periods a week for the advanced ELL students. This ensures that the beginning and intermediate ELL students receive 450 minutes a week, which is over the mandated amount of 360 minutes. Our advanced students are instructed in the co-teaching model receive a total 225 minutes which is over the mandated amount of 180 minutes. While collaboration between the ESL teacher and the classroom teacher is emphasized in all push-in classes, and co-teachers are encouraged to maximize both the quality and quantity of student instructional time through differentiation, details concerning the roles of each teacher in the classroom differ from class to class according to student needs.

In addition to using student data to identify student needs and plan instruction, common branch and ESL teachers use various materials and strategies that address the needs of the ELL population. The Treasures Reading program, which is organized by thematic units, continues to be our primary literacy program. This includes whole group, small group, guided reading, and independent reading, conferencing, and unit assessments. ESL modifications and strategies are embedded in this program. Daily vocabulary work is an integral part of all classrooms. Teachers recognize the need to provide the linguistic means for students to fully and clearly utilize their background knowledge. All teachers are also encouraged to use abundant visuals to support student comprehension, and the school's SMARTBoards and IT are increasingly used to shelter content with visual cues and to provide multi-media instruction to address the learning modalities and needs of students. The deconstruction of "juicy sentences" is another ELL-directed strategy being used in third, fourth, and fifth grades. In this activity, students gain knowledge of vocabulary and syntax, in the content areas of Science, Social Studies and Math by examining and analyzing complex sentences. Teachers use these and other strategies to promote language acquisition and comprehension; in an effort to boost student CALP skills and help ELLs meet and eventually exceed state standards. This year this approach is also being used with our early childhood students in the content areas in order to make the curriculum more comprehensible.

We are in 100% compliance with CR Part 154 instructional unit requirements for ELLs. While collaboration between the ESL teacher and the classroom teacher is emphasized in all push-in classes, and co-teachers are encouraged to maximize both the quality and quantity of student instructional time through differentiation, details concerning the roles of each teacher in the classroom differ from class to class according to student needs.

In an effort to prepare ELLs to meet New York City and New York State standards, teachers will continue to emphasize the reading and writing skills that many of our ELLs need. In addition, teachers will continue to use data from ATS, state tests, and in-school teacher-created assessments to guide instruction. Fountas and Pinnell is currently being utilized to assess student literacy skills. Our English Language Learners in grades 3 through 5 are assessed twice a year with the ELL Interim assessments. Teachers can view student results using the Pearson program, INFORM. Literacy instruction in each classroom is directly tied to New York State ELA standards, and teachers and coaches have been working on a system that will incorporate and monitor the standards that are addressed in all lesson plans, conference notes, and classroom assessments. While promoting standards-based instruction aimed at raising the test scores, reading skills, and writing abilities of all ELLs, our school will continue to offer literacy-based interventions such as Wilson, Leveled Literacy, Great Leaps, and Resource Room for ELLs who show academic delays.

In addition to the close partnership between co-teachers when planning and implementing the literacy curriculum, ESL teachers also collaborate with classroom teachers to facilitate academic achievement in the content areas. As part of our co-teaching model, when the ESL teacher pushes in during Math or Social Studies, lessons are scaffolded to meet the needs of the ELLs. Furthermore, all ESL teachers share their expertise in sheltered instruction and other ESL methodologies in order to increase ELL comprehension in the content areas. All teachers at P.S. 170 are required to use best practices and teach language through content.

Newcomers, long-term ELLs, and eligible special education students all receive ESL services at P.S. 170. Instructional differentiation is essential for the successful management of such a diverse population. Recently-arrived ELLs are placed in one of the ESL co-teaching classrooms, where the ESL teacher can provide intensive one-on-one and small group instruction on a daily basis. These newcomers are also assigned a language buddy to help them become acquainted with school routines and student expectations. Many are also provided a “Learning Leader” for extra academic support. The students have access to listening centers and instructional software (from Rigby) on their classroom laptops, and they benefit from additional language-learning software available in our technology lab (most classes have at least one technology session per week). These materials aid newly-arrived students with phonemic awareness and vocabulary building, and also reinforce ideas and learning concepts that are being taught in the mainstream classroom. Newcomers are also offered activities based on the “Classroom Teacher’s ESL Survival Kit #1”, a resource that introduces students to the English language and teaches basic survival skills for the mainstream classroom. The objective of these strategies is to shorten the adjustment time of new students and to allow them to feel comfortable and productive in the mainstream classroom.

Many of our third, fourth, and fifth grade ELLs have been receiving ESL services for four or more years. These students are provided with ongoing ESL instruction throughout the year, both in literacy and content areas. These students receive the same content instruction as their non-ELL peers, but are provided with extra support to scaffold and shelter comprehension (e.g., visuals, charts, using alternate texts, focus on the content academic language, modeling specific language structure forms, and giving students additional time for practicing new skills). To improve performance on state tests ELLs are encouraged to attend one of the many Title III funded academic intervention programs held after school. They are also given extra training aimed at passing the annual NYSESLAT exam. This year we are also offering an accelerated Saturday ESL program for our ELLs who will focus on theatre, music and art.

Our newcomers and long-term ELLs are encouraged to attend the 37.5 minute AIS session, as well as one of several after-school Title III programs that prepare ELLs for state tests. All special education ELLs receive academic intervention services as needed and as dictated by their IEPs. We provide CTT classes for grades K – 5, and other related services for students in all grades. At this time, we do not have any SIFE students; however in the past we have included in our instruction scaffolding and additional ESL methodologies to enhance the academic achievement for these students. Differentiated class work and homework assignments are provided daily.

INTERVENTION PROGRAMS FOR ELLS

P.S. 170 has a wealth of intervention programs for ELL students who need additional academic support. We offer the Wilson Program for at-risk ELLs in grades 3, 4, and 5, and we are currently engaged in a study to determine the degree to which achievement of intermediate and advanced ELLs is bolstered by the program. At-risk ELLs in grade 1 receive Leveled Literacy Intervention. There is also a resource room (SETTS) to provide additional academic intervention for ELLs with IEPs or special needs.

Most ELLs are invited to attend daily AIS sessions for 37.5 minutes before the start of the regular school day. AIS providers work closely on specific standards-based goals recommended by the classroom teachers. Progress toward these goals is carefully monitored and shared with parents three times a year. All ELL classes are visited up to two times a week by a science specialist, who uses hands-on activities to encourage ELL comprehension and provides students with the academic vocabulary they need to understand and describe scientific concepts. Our at-risk counseling program provides guidance to ELLs who show signs of emotional stress at home or at school, and translators are provided whenever needed.

Finally, we have an extensive list of programs funded by Title III. Most of our third, fourth, and fifth grade ELLs attend one or more of our after-school academic intervention programs. During the second half of the school year, there is also an after-school drama program for third, fourth, and fifth grade ELLs; this not only promotes the arts, but also aims to develop students' oral language abilities and emotional self esteem. For Kindergarten students, we provide visits from Ramona King, an acclaimed storyteller, who involves her students in speaking, dramatic expression, and TPR.

This year we have been able to arrange transitional support for our second grade proficient students. One of our second grade classes has been involved with the co-teaching model where the ESL teacher is able to give additional support 5 periods a week. In this way they can continue to benefit from the presence of ESL methodologies in the classroom. Last year, we offered ELL testing accommodations to newly-proficient ELLs, in accordance with the testing regulations.

RESOURCES AND SUPPORT FOR ELL INSTRUCTION

Professional development (PD) has been an important and ongoing part of ESL training at P.S. 170. Professional development sessions geared to the needs of our ELLs are attended by the assistant principal, ESL coordinator, common branch teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, occupational/physical therapist, speech therapist and parent coordinator. Materials from all PD courses are stored in the main office, in a binder that is accessible to all teachers, and PD attendees are required to turnkey valuable information at faculty conferences and meetings. Following are some examples of the professional development sessions that have been attended by teachers and administrators at our school over the past year:

- Academic Vocabulary for ELLs.

- Juicy Sentences / Making Bold Changes: Closing the Opportunity Gap for ELLs
- Using ELL Data to Drive Instruction: Incorporating the language of ELA Exams into our Daily ESL Instruction

Administrators, ESL teachers and lead teachers attended and continue to attend numerous professional development workshops offered by our LSO, Integrated Curriculum and Instruction (ICI), as well as workshops hosted by the Office of ELLs. The administration works closely with Maryanne Cucchiara, the ELL Research and Developer from ICI. In addition to this support, we continue to send a team of ESL teachers to ICI's monthly ESL meetings. This information is then turn-keyed to the rest of the ESL staff during in-house monthly meetings.

The following is a list of topics which are scheduled for this year:

- Academic Literacy for English Language Learners-October
- Scaffolding Writing for ELLs and Demystifying Figurative Language-November
- Modified Guided Reading for ELLs-December
- Looking at Writing Response in the NYSESLAT and ELA(grades 3-5)-January
- Integrating Grammar in the Writers' Workshop-January
- Building Academic Vocabulary K-5-February
- Revisiting Team Teaching in the ESL Program-March
- Effective Strategies in Literacy Instruction for ELLs-June

We provide after-school and enrichment programs designed specifically for our ELLs (paid with Title III funds). Students receive additional support in Literacy, Math and Science. Students in grades 3-5 participate in the Drama Club, Writing Club, Technology Club, Art Club and Science Club. Partnerships paid for with the Title III funds provide enrichment for students in the early grades.

Materials used that specifically enhance ESL instruction and English language acquisition include; Rigby, Mondo and Wright Group texts. These texts are designed with the ELLs in mind (i.e., with numerous visuals and phonemic awareness). Students are exposed to vocabulary building and thematic development. Texts build on each other and include fiction, non-fiction and poetry, as well as Math, Social Studies and Science texts. Treasures is the literacy program used at P.S. 170. It is theme and context based and high interest oriented. It focuses on vocabulary development, grammar and writing components. Open Court is the phonics program used in the lower grades, K-2. Classroom libraries in each K-5 classroom are essential in developing reading skills. These libraries are organized by themes and reading levels, making books easily accessible to students. Listening centers are used in the lower grades to facilitate increased listening and oral language skills. Technology plays an ever increasing role at P.S. 170. Personal student laptops are used in grades 3-5. These computers help facilitate student learning through visuals and interactive activities. ELLs are greatly assisted by using laptops in the classroom in that their oral and written language skills develop as they study content. SMARTBoards are utilized on a regular basis throughout the school. We are expecting to install additional SMARTBoards in the remaining classrooms that do not have them in the near future. The SMARTBoards facilitate an interactive, high interest learning environment; capturing and increasing student participation. Technology preps are given to all students K-5 once weekly to allow students to gain additional skills using laptops. Teachers are supplied additional coaching by the technology staff in order to enhance student learning inside the classroom.

PARENT INVOLVEMENT

In the past few years, we have been focusing on increasing our English Language Learner parent's involvement in the school community. We are continuing our monthly Parent's Reading Program, where our parents are invited into the school on the first Friday of each month to read books to their children. Our parent coordinator, Abigail Figueroa, has been instrumental in developing a multi-cultural and bilingual library which our parents can borrow books to read to their children at home. This year we will continue our parent workshops and we will begin an ESL class for the parents of our children.

CONCLUSION

With such a high ELL population in our school, the needs and concerns of ELLs are paramount in all decisions, planning, and instruction. We will continue to carefully monitor ELL data and instruction, and use this information to enhance our overall instructional philosophy. Every ELL at P.S. 170 is viewed as a positive asset to our school, and we strive to ensure that each and every student reaches their full academic and social potential.

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