



**P.S. 170
THE RALPH A. FABRIZIO SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 20K170
ADDRESS: 7109 6TH AVENUE, BROOKLYN, NY 11209
TELEPHONE: (718) 748-0333
FAX: (718) 921-6351**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....8

SECTION IV: NEEDS ASSESSMENT.....11

SECTION V: ANNUAL SCHOOL GOALS..... 17

SECTION VI: ACTION PLAN.....19

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....36

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....37

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....40

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....42

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....44

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....N/A**

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....N/A

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 20k170 **SCHOOL NAME:** Ralph A. Fabrizio

SCHOOL ADDRESS: 7109 Sixth Avenue\Brooklyn 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: Kristen Alfke Shoenfeld

PRINCIPAL: Zhen (Tony) Wu

UFT CHAPTER LEADER: Evan Schwartz

PARENTS' ASSOCIATION PRESIDENT: V. Kapassakis & M. Magalhaes

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** 609

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	
Evan Schwartz	*UFT Chapter Chairperson	
V. Kapassakis	*PA/PTA President / Title I Parent Representative	
Kristen Alfke Shoenfeld	SLT Chairperson/Teacher	
Lauro Mirto	Member/Teacher	
Elizabeth DeAngelis	Member/Teacher	
Trianthe Sialakas	Member/Teacher	
Angela Koutelos	Member/teacher/Secretary	
Anis Aouam	Member/Parent	
Joanne Tso	Member/Parent	
Maryellen Seger	Member/Parent	
Alicia Vega	Member/Parent	
Joann Harrell	Member/Parent	

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

* Core (mandatory) SLT members.

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.

The mission of P.S. 170 is to provide quality and state-of-the-art education to our culturally diverse student population, including a large percentage of English Language Learners and 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, a library, a music room, and an auditorium in addition to 31 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 reading, writing, spelling, and grammar 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 are also piloting this year the Envision math program by Pearson with one class in first and fifth grades respectively.

- We will continue the co-teaching model for our ESL program. ESL teachers are team teaching with general education teachers to provide 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. A new co-teaching structure has been developed to maximize co-planning and reduce conflict of schedules.
- We have Collaborative Team Teaching classes (CTT) from grades K to 5 to meet the needs of our special education students. We converted the IEP teacher position to a coach position to support classroom teachers in special education compliance as well as instruction to address the needs and meet the goals of individual students as indicated on their IEPs.
- We will pilot the School Wide Enrichment Model with our fifth grade on Friday afternoons. We plan to expand the program to other grades in future years.

All our teachers will participate in Collaborative Inquiry including 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, Smart Document cameras, and computer skills 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.

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 have developed the ESL through the Theater Arts Program for our ELL students. We expanded our violin program to cover grades K-2. We also introduced the Music and the Brain Program for grades K-2.

Despite budget cuts, after school will be created to provide academic intervention for students in need of improvement, as well as, provide enrichment to high performing students. Saturday programs will be created for new comer ELLs as well as ELLs who are taking the state tests this year.

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. To embrace diversity and to empower our parents, we will plan a multicultural project in January and February, which includes a social studies curriculum on each grade to study the cultures represented in our building, a food festival, and a school performance. 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 (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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 2010-1B - April 2010)

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	<i>(As of October 31)</i>			Attendance - % of days students attended:					
	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				95.5	95.9	TBD
Kindergarten	152	152	120	Student Stability - % of Enrollment:					
Grade 1	125	146	151	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 2	139	130	142				91.9	92.7	TBD
Grade 3	137	134	121	Poverty Rate - % of Enrollment:					
Grade 4	120	130	134	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 5	123	126	127				75.0	75.0	85.5
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 8	0	0	0				1	3	TBD
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				38	21	31
Grade 12	0	0	0	Suspensions (OSYD Reporting) - Total Number:					
Ungraded	1	0	3	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Total	797	818	798				23	5	TBD
Special Education Enrollment:				Special High School Programs - Total Number:					
<i>(As of October 31)</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	CTE Program Participants			0	0	0
# in Collaborative Team Teaching (CTT) Classes	40	57	53	Early College HS Program Participants			0	0	0
Number all others	25	25	25	English Language Learners (ELL) Enrollment:					
<i>(As of October 31)</i>				Number of Staff - Includes all full-time staff:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	0	Number of Teachers			66	70	TBD
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	294	315	284						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	5	36	Number of Administrators and Other Professionals	8	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	66.7	65.7	TBD
				% more than 5 years teaching anywhere	48.5	51.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	86.0	89.0	TBD
American Indian or Alaska Native	0.2	0.2	0.3		95.0	96.6	TBD
Black or African American	1.2	1.5	1.1				
Hispanic or Latino	21.3	19.2	21.2				
Asian or Native Hawaiian/Other Pacific Isl.	35.6	34.6	34.3				
White	41.5	44.3	42.5				
Male	51.1	52.0	52.1				
Female	48.9	48.0	47.9				
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/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			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**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
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 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	53.4						
<i>(Comprises 60% 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			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				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.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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/Teacher 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 your school's 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?
-

New York State raised the cut scores for levels 2 and 3 for both English language arts and mathematics for school year 2009 – 2010 (See Table 1), which had a great impact on our school and changed our performance profile dramatically.

Assessment	Level 2		Level 3	
	2009	2010	2009	2010
ELA Grade 3	616	643	650	662
ELA Grade 4	612	637	650	668
ELA Grade 5	608	647	650	666
Math Grade 3	624	661	650	684
Math Grade 4	622	636	650	676
Math Grade 5	619	640	650	674

The following table shows the school's performance in 2009-2010 if the cut scores were not changed.

Table 2 Percentage of Levels 3 and 4 if the cut scores were not changed

	2009	2010
ELA	76%	80%
Math	94%	96%

One can see that the school did better in both ELA and math than the previous year if the old cut scores applied. However, with the change in cut scores, the picture changed completely and we had significant drops in both ELA and mathematics (See the 2009-2010 Progress Report below).



Progress Report Grade

B

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score...

How did this school perform?

- This school's overall score for 2009-10 is 53.6
This school did better than 65% of all Elementary schools citywide.

This Progress Report is for:

Table with school information: School (Ralph A. Fabrizio School (20K170)), Principal (Zhen (Tony) Wu), Enrollment (798), School Type (ELEMENTARY), Peer Index (35.87)

Table with 3 columns: Category, Calculated Score, Category Grade. Rows include School Environment (8.2 out of 15, B), Student Performance (8.9 out of 25, C), Student Progress (33.7 out of 60, B), Additional Credit (2.8 (15 max)), Overall Score (53.6 out of 100, B)

How scores translate to grades:

- Schools receive letter grades based on their overall score.
Schools with an overall score between 40.7 - 58.4 receive a letter grade of B
34.8% of schools earned a B in 2009-10

Elementary Table - Overall Grades

Table with 3 columns: Grade, Score range, City summary. Rows A-F with corresponding score ranges and percentages.

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year...

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward...

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning...

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures median student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

Quality Review Score

This school's most recent Quality Review score is: Proficient (2009-10)

To see this school's Quality Review report, find the school's Web site at http://schools.nyc.gov...

State Accountability Status

Based on its performance, this school's State accountability status is: In Good Standing (2009-10)

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act...

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Table with 3 columns: Credit, Exemplary Proficiency Gains, Student Group. Rows show gains for various student groups like Self-Contained (ELA), CTT (ELA), SETSS (ELA), etc.

(-) Indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students.

The peer schools for Ralph A. Fabrizio School are:

Table with 4 columns: DBN, School Name, DBN, School Name. Lists 30 peer schools for Ralph A. Fabrizio School.

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students.

Results by Category

SCHOOL **Ralph A. Fabrizio School (20K170)**
 PRINCIPAL **Zhen (Tony) Wu**

ELEMENTARY

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

School Environment

Comprises 15% of the Overall Score

		Your School's Score	Your School Relative to Peer Horizon:				Your School Relative to City Horizon:				Number of students		
			0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	
This Year's Score: 8.2 out of 15													
B	Survey Scores (10 points)												
	Academic Expectations:	7.9	44.4%	7.1			8.9	42.9%	7.0			9.1	
	Communication:	7.2	46.2%	6.0			8.6	42.3%	6.1			8.7	
	Engagement:	7.6	51.9%	6.2			8.9	51.9%	6.2			8.9	
	Safety and Respect:	8.1	26.7%	7.7			9.2	45.5%	7.1			9.3	
	Attendance (5 points)	96.2%	75.6%	92.8%			97.3%	84.0%	89.6%			97.4%	

Student Performance

Comprises 25% of the Overall Score

		Your School's Score	Your School Relative to Peer Horizon:				Your School Relative to City Horizon:				Number of students		
			0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	
This Year's Score: 8.9 out of 25													
C	English Language Arts												
	Percentage of Students at Proficiency (Level 3 or 4):	55.9%	29.4%	40.0%			94.1%	45.9%	18.6%			90.9%	367
	Median Student Proficiency (1.00-4.50):	3.06	31.3%	2.88			3.50	50.8%	2.44			3.68	367
	Mathematics												
	Percentage of Students at Proficiency (Level 3 or 4):	72.9%	28.1%	62.3%			100.0%	49.1%	46.8%			100.0%	376
Median Student Proficiency (1.00-4.50):	3.49	35.1%	3.10			4.21	53.3%	2.90			4.27	376	

Student Progress

Comprises 60% of the Overall Score

		Your School's Score	Your School Relative to Peer Horizon:				Your School Relative to City Horizon:				Number of students		
			0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	
This Year's Score: 33.7 out of 60													
B	English Language Arts												
	Median Growth Percentile	76.5	72.0%	59.0			83.3	74.6%	52.1			84.8	236
	Median Growth Percentile for School's Lowest Third	76.0	53.0%	60.2			90.0	57.0%	56.0			91.1	89
	Mathematics												
Median Growth Percentile	68.0	38.9%	63.4			90.9	52.2%	44.3			89.7	244	
Median Growth Percentile for School's Lowest Third	71.0	55.9%	60.7			87.0	55.7%	47.5			89.7	87	

From the above Progress Report, we can conclude the following:

- ◆ We had a significant drop in the performance of both ELA and mathematics (ELA from 76% in 2009 to 56% in 2010 and math from 94% to 73%). Why did we have such a significant drop? Examining the test results of both 2009 and 2010, we found that even though the percentages of proficiency were high in both years if the old cut scores applied, a fairly large number of “proficient” students were low level 3 students. Once the cut scores were raised for level 3, all these low level 3 students became level 2 students. We fully support the raise of cut scores and the higher standards for “proficiency”. We do believe our “would have been low level 3 students” are not proficient.
- ◆ The raise of cut scores not only affected the student performance but also affected student progress since those who got level 3 in the previous year were now a level 2 and they were not considered as having made the one year progress.
- ◆ Our special education students earned the school credits
- ◆ The Progress Report indicated that
 - a) the school needs significant improvement in both ELA and mathematic performance;
 - b) the school did well in student progress in ELA but needs to improve in student progress in mathematics.
 - c) although we did better in all categories in Learning Environment than the previous year, we still have a significant gap compared to the top school in our peer group.

We received “Proficient” (with well developed features) for our 2009-2010 Quality Review. According to the review, we did well in the following:

- The principal ensures relationships across the school are warm, supportive, and inclusive of students, teachers, and parents.
 - o The principal conducts interactive faculty conferences each month to enable teachers to share best practices, creating an environment of collegial support among staff.
 - o School leaders conduct an English language class for parents, which help them assist their children, as well as ensuring that they feel like valued members of the school community. The school’s integration of the arts and the parental involvement in a wide range of activities strengthens relationships.
- School leaders and teachers effectively use a wide range of assessment to monitor school-level needs, student progress, plan instructional strategies and create successful intervention strategies where needed.
 - o Teachers meet regularly with the principal twice a month on common preps to monitor student progress and adjust the curriculum where needed.
 - o All teachers receive a CD highlighting the major trends from the item skills analysis of school wide assessments to assist them in creating learning strategies.
- Parents have numerous opportunities to be involved in their children's learning and monitor their progress through regular communication with the principal and staff that creates a positive tone throughout the school.
 - o Every first Friday of the month parents read with their children creating a true learning partnership within the building.

- o School leaders and staff are developing a Fountas and Pinnell conversion chart for parents in all predominant languages to give parents a greater understanding of their child's goals.

- School leaders and teachers make effective use of collaborative, data informed processes for timely planning, setting goals, and monitoring student progress.

- o All tenured teachers select the teacher performance review as their observation tool, which gives them a practical application of the inquiry process. They select their targeted students and plan, benchmark and strategize for these children throughout the school year. They share this with the principal at the grade meetings.

- o English language learners, new to the country, attend a special Saturday academy to target their needs based on their performance on the LAB. This provides them with additional support beyond the school day.

- Effective student support services and collaborations provide students with a wide range of opportunities to enable them to grow academically and socially.

- o The school enjoys successful collaborations with the CAMBA a TASC after school program, the Arabic American Association, and The Lutheran Program to establish crucial links to the community and provide support to families.

- o There are successful classes to provide students with the necessary strategies to deal with conflict resolution and ensure a safe learning environment for all students.

- School leaders establish very effective systems for school self evaluation, review and the modification of practice with a clear focus on improving student learning.

- o The English language learner teachers work in all classrooms to provide differentiation for English language learners. There are English as a second language teachers assigned to each grade to ensure consistency of instruction throughout the school.

- o The principal meets with each grade twice a month to discuss where students are in meeting their goals. The teachers reflect on practice and modify systems where necessary.

What the school needs to improve is described as follows:

- Promote greater consistency in differentiated lesson planning so that students receive effective challenge and tasks accommodate different learning styles to move all students at a good pace.

- o Although differentiation of instruction is present in some classrooms, high performing students receive the same activities as other students without the academic rigor necessary to move them swiftly to the next level of achievement.

- Ensure that all constituent groups set goals that include high levels of challenge and academic rigor to accelerate student progress.

- o The school provides suitable enrichment classes for higher performing students after school using, for example, book clubs. During the school day, however, the activities for these students do not emphasize the higher order thinking skills and they receive insufficient challenge.

- Implement a professional development plan that sets out goals for individual teachers and introduce rigorous monitoring procedures to evaluate the impact on student achievement.

- o The school has a plan to provide teachers with professional development driven by needs assessment administered in September. However, it does not yet differentiate the professional development for new teachers to meet their specific needs.

- Design and implement a targeted plan to develop and empower teachers to create systems for strong and purposeful distributive leadership and build capacity within the school.

- o During grade common preps, teachers currently do not have a structure with which to conduct the meeting. The discussion does not yet target the next steps for students or use protocols to manage time effectively.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal #1 (A): By June 2011, the number of Level 4 students in English Language Arts will increase by 1 %, from 8.6% to 9.6% (23 out of 244 students) as measured by the 2011 NYS English Language Arts Test.

Goal #1 (B): By June 2011, the number of current Level 1 and 2 students will decrease by 8 % (8 out of 105 students) as measured by the 2011 NYS English Language Arts Test.

Explanation: According to the NYS Test Report of 2009 – 2010, the school's performance in English Language Arts is only of 55.9% proficiency rate, which earned the school a C in NYC DoE's 2009-2010 Progress Report.

Goal #2: By June 2011, all teachers will participate in the collaborative inquiry process to improve teaching practice.

Explanation: Our work in Collaborative Inquiry last year has proven that it is a very effective teacher development tool. It helped teachers to look at data and differentiate their instruction for students of different needs. We need to continue to build the competence in Inquiry in teachers.

Goal #3: By June 2011, there will be a 2 % increase, from 21% to 23% (66 out of 278 ELL students) of the number of English Language Learners who achieve proficient level in the 2011 NYSESLAT.

Explanation: Our school's ELL population continues to increase and the instruction for ELLs remains a challenge.

Goal #4: By June 2011, the student progress score in mathematics should increase from 33.6 out of 60 to 40 out of 60 for the NYC DoE's Progress Report of school year 2010-2011.

Explanation: According to the NYC DoE's Progress Report of 2009-2010, our student progress in mathematics is low and needs to be improved.

GOAL #5: By June 2011, we will organize a school-wide event to celebrate cultural diversity. This event will include the development and implementation of a social studies curriculum in all grades with embedded performances and cultural festivals.

Explanation: With a large immigrant population from Middle Eastern, Asian, and South American countries, parent support and involvement are one of the keys to educational success. Our Learning Environment Survey indicated that we need to further strengthen our link with parents.

- Teachers will co-plan and co-teach differentiated lessons with the support of the school's four instructional coaches – K-2, 3-5, ESL and Special Education. All classrooms will become lab sites on a rotating basis throughout the school year for inter-visitations and modeling of differentiated instruction.
- Teachers will be given the option of developing differentiated unit plans as their teacher performance evaluation Component A.
- K – 5 grade specific instructional pacing calendars will be developed and aligned to the NYS ELA Learning Standards/performance indicators.
- After school programs for academic intervention for Level 1 and 2 students will be in place for the 2010-2011 school year.
- After-school enrichment program for high Level 3 and level 4 students are planned for the 2010-2011 school year utilizing Junior Great books with the focus on critical thinking skills to analyze and develop an appreciation for classic children literature.
- Complement ESL instruction by implementing the ESL Through Theater Arts Program with a full time push-in position. ELL students will write, produce and perform two plays during the school year.
- We will utilize the Macmillan software program to design the school's literacy interim (unit) assessments in grades 1 -5, which will be aligned to NYS performance indicators.
- We have opted to design our own (DYO) testing program that will include the following:
 - Unit tests aligning Treasures with the NYS performance indicators

	<ul style="list-style-type: none"> ○ ELA predictive tests in October and March using authentic NYS ELA Tests of the past years ○ Fountas & Pinnell benchmark assessment three times a year ○ TCWRP at the beginning of the school year for kindergarten ○ These assessments will provide teachers with data regarding students' strengths and weaknesses for more targeted instruction. Results of assessments are communicated to parents and translated where necessary. ● The School Wide Enrichment Model (SEM) will be piloted in grade 5 during the 2010-2011 school year, with a plan to expand to grades 3 and 4 in following years. Students will be able to choose interest areas to study and they will rotate their interest areas in three cycles during the school year. Teachers will choose an interest area based upon their expertise and develop a curriculum aligned to the NYS ELA performance indicators for this enrichment model. ● We will create a push in position to provide academic intervention services to students in need of improvement as well as challenging instruction to the top students during the school day. ● The school leadership team and the cabinet will review the progress of the above actions periodically in November 2010 and March 2011.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Staff:</u></p> <ul style="list-style-type: none"> ◆ Instruction Coaches to conduct/facilitate curriculum development, professional development, peer coaching, lab sites, and DY0 assessment, etc ◆ Classroom teachers to work with coaches to learn and implement Differentiated Instruction strategies, developing learning units, host lab sites etc. during and after school

<p>Subject/Area (where relevant):</p>	<ul style="list-style-type: none"> ◆ Technology teachers provide technical support in data processing and presentation ◆ Collaborative Inquiry through the Theater Arts teachers to work with targeted student populations
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◆ Teachers for planned after school and Saturday programs ◆ Supervisors for all above activities <p>Goal #2: By June 2011, all teachers will participate in the collaborative inquiry</p> <p>Funding: process to improve teaching practice.</p> <ul style="list-style-type: none"> ◆ TL Fair Student Funding
<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"> ◆ Title I ◆ Title III ◆ Title I ARRA ◆ Title I SWP ◆ CIP support <p>During a month meetings will be scheduled for grades K-5 collaborative inquiry teams. Teachers will analyze formative and summative data to define the needs of their students. They will set goals for their students, monitor progress and analyze results.</p> <p>● In September, collaborative inquiry will begin by analyzing prior year’s data to identify</p> <p>Resources:</p> <ul style="list-style-type: none"> ◆ Computers and Smartboards ◆ Assessment Software ◆ Supplies for SEM program ◆ Supplies and materials for after school/Saturday school programs ◆ Professional development materials and books ◆ Other supplies <p>● At each interim check point, teachers 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.</p> <p>Funding:</p> <ul style="list-style-type: none"> ◆ TL Fair Student Funding ◆ TL NYSTL Software ◆ TL NYSTL Hardware ◆ TL NYSTL Library <p>Parents will be provided with reports of interim test results showing the progress of their child. Translations will be provided where needed.</p> <p>6 Treasures Unit Assessments, 2 ELA Predictive Tests, 3 Fountas & Pinnell Assessments, student work, state tests, Teacher Performance Review – the Treasures Differentiated Instruction Project, SEM student projects</p> <p>At the end of the school year, teachers 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 systemic changes are needed to maintain students’</p>

	<p>progress.</p> <ul style="list-style-type: none"> • Additional training in data systems such as Excel, ARIS and in differentiated instruction will be embedded into the inquiry process. • Monthly reporting on this inquiry work will be communicated to the School Leadership Team.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Staff:</u></p> <ul style="list-style-type: none"> ◆ Supervisors and coaches to plan/facilitate the grade level Collaborative Inquiry Team work and the Common Core Inquiry Team work ◆ All teachers will be a member of an Inquiry team ◆ Data specialist/testing coordinator ◆ SLT members <p><u>Funding:</u></p> <ul style="list-style-type: none"> ◆ TL Fair Student Funding ◆ Title I ◆ Title III ◆ Title I ARRA ◆ Title I SWP ◆ Inquiry allocation (pending?) ◆ Data Specialist allocation (pending?) ◆ SLT allocation ◆ CFN support <p><u>Resources:</u></p> <ul style="list-style-type: none"> ◆ Computers ◆ Software for data process and analysis ◆ Professional development materials ◆ Refreshments for lunch and learn and other major professional development meetings ◆ Other supplies <p><u>Funding:</u></p> <ul style="list-style-type: none"> ◆ TL Fair Student Funding

	<ul style="list-style-type: none"> ◆ TL NYSTL Software ◆ TL NYSTL Hardware ◆ Inquiry Allocation
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Meeting agendas, attendance, minutes, documentation of goals, lesson plans, observation reports, and end of year reflections.</p>

Subject/Area (where relevant): _____

ELLs

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #3: By June 2011, there will be a 2 % increase, from 21% to 23% (66 out of 278 ELL students) of the number of English Language Learners who achieve proficient level in the 2011 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">• In the academic year of 2010-2011, various ESL models will be implemented including a new co-teaching model, an innovative newcomer model, a self-contained and push-in model.• All teachers will analyze ELL data, identify student needs, and create focus groups of ELL students for small group instruction during the 2010-2011 academic year.• Teachers will also study the co-relation between ELLs’ ELA performance and their performance in NYSESLAT so that they can adjust their instruction to better prepare the ELL students for these two state tests.• The Treasures program is our primary literacy program. This includes whole group, small group, guided reading, independent reading, conferencing and unit assessments. ESL modifications and strategies are embedded in the program. Supportive texts include Rigby’s On Our Way to English.• The REACH program will be the core curriculum for the newcomer program.

- Teachers will co-plan and co-teach differentiated lessons with the support of the school's 4 instructional coaches – K-2, 3-5, ESL and Special Education. Both the classroom teachers and the ESL teachers will be trained to learn the structure and the daily operation of the co-teaching model.
- We will complement ESL instruction by implementing ESL through theater arts program with a push-in position. Students will write, produce and perform two plays during the school year.
- AIS, after school, and Saturday programs will continue to support our English Language Learners in small group settings focusing on language development and academic language. A special Saturday program will also be developed to target the ELLs who will take the state ELA tests for the first time.
- Teachers will monitor student progress using the Fountas and Pinnell leveled reading assessment, TCWRP, and Treasures Unit Assessments in addition to ELA predictive assessments.
- SMART Boards and IT will continue to be utilized in classrooms to provide multimedia instruction to address the needs of our English Language Learners.
- ESL training will be provided to cluster teachers so that they can apply ESL strategies in their lessons for beginning ELLs.

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

Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

Staff:

- ◆ ESL as well as classroom teachers will be involved in the various ESL models mentioned above
- ◆ Teachers for the new comer ESL program, co-teaching ESL program, self-contained ESL program, and pushin program
- ◆ All ESL activities are integrated into collaborative inquiry work
- ◆ Supervisors and coaches will plan/coordinate all the activities in the action plan

Funding:

- ◆ TL Fair Student Funding
- ◆ Title I
- ◆ Title III
- ◆ Title I ARRA
- ◆ Title I SWP
- ◆ CFN support

Resources:

- ◆ Teaching and learning materials for the new comer programs
- ◆ Teaching and learning materials for after school and Saturday programs
- ◆ Materials for professional development
- ◆ Materials and supplies for the ESL through Theater Arts Program

Funding:

- ◆ TL Fair Student Funding
- ◆ Title III
- ◆ Title I
- ◆ TL NYSTL Library

Indicators of Interim Progress and/or Accomplishment

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

NYSESLAT, 6 Treasures Unit Assessments, 2 ELA Predictive Tests, 3 Fountas & Pinnell Assessments, student work, state tests, Teacher Performance Review – the Treasures Differentiated Instruction Project

Subject/Area (where relevant): _____

Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #4: By June 2011, the student progress score in mathematics should increase from 33.6 out of 60 to 40 out of 60 for the NYC DoE’s Progress Report of school year 2010-2011.</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">• At the beginning of the school year, we will analyze the 2010 state math test results including the math item report to identify the trends and patterns of the students' needs.• Refocus Collaborative Inquiry work for specific grades to target the students who are levels 1 and 2 in mathematics. Identify the skill and sub-skills the students need to succeed in the state assessments. Set long/short term goals with the students and plan innovative strategies to teach the needed skills.• Monitor students' progress through the Everyday Math Unit Assessments and two predictive math tests. We will further align the EM unit assessments with the NYS Mathematic Learning Standards. We will also administer two predictive tests throughout the school year using the state math tests from previous years. The EM Unit Assessment and the predictive test results will be scanned to produce reports for teachers and parents. Teachers will analyze the assessment results to determine whether the students have mastered the skills or performance indicators covered in each EM unit and reevaluate student needs to plan future instruction.• The coaches will explore, develop, and assist teachers with key differentiated instructional strategies in mathematics. Sample lesson plans will be developed and demonstration lessons will be provided for teachers.

- The coaches, with the support from the technology teachers, will explore and provide electronic and IT resources in mathematics instruction utilizing SmartBoards.
- Problem of the Day and Problem of the Week will be planned and implemented by teachers as well as administrators.
- The after school intervention program will target the level 1 and 2 students and provide the instructional intervention needed for students to achieve proficient level in mathematics.
- The after school enrichment program will provide challenging mathematics instruction using the national math contests from 1980 to 2006 as teaching materials. The focus is to teach students effective strategies for solving word problems, build academic math language for explaining and showing their work.
- The Schoolwide Enrichment Model (SEM) will be piloted by our fifth grade on Friday afternoons. Some of the SEM club activities will be designed to address specific math skills such as measuring, etc.
- Everyday Math has been used in the school for many years and has been found not meeting the teachers' expectations. We will pilot a new math curriculum this year in one class in grades 1 and five. The new curriculum is Envision published by Pearson, which has been received favorably by other NYC schools in the short time since its release. We will continue to explore other new curricula such as Singapore Math, etc.
- To nurture the love for math, grade level math contests will be held throughout the school year.
- To enhance the parents' effort in working with their children, a Math Night will be planned for parents and children to have math fun.

	<ul style="list-style-type: none"> ◆ The school leadership team and the cabinet will review the progress of the above actions periodically in November 2010 and March 2011.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Staff:</u></p> <ul style="list-style-type: none"> ◆ All classroom teachers, out of classroom teachers, and ESL teachers will participate in the trainings and other activities promoting math instruction. ◆ Activities in the above action plan are integrated with collaborative inquiry and other major school initiatives ◆ Supervisors and coaches will plan and coordinate all the activities above ◆ Paraprofessionals are also involved in the planned trainings <p><u>Funding:</u></p> <ul style="list-style-type: none"> ◆ TL Fair Student Funding ◆ Title I ◆ Title III ◆ Title I ARRA ◆ Title I SWP ◆ TL IEP Teacher ◆ TL IEP para ◆ Mandated speech and counseling shared ◆ TL Therapist shared ◆ SLT allocation <p><u>Resources:</u></p> <ul style="list-style-type: none"> ◆ Materials and supplies for professional developments ◆ Materials and supplies for assessments and evaluation <p><u>Funding:</u></p> <ul style="list-style-type: none"> ◆ TL Fair Student Funding ◆ TL NYSTL Software ◆ TL NYSTL Hardware

Indicators of Interim Progress and/or Accomplishment

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

10 Every Day Math Unit Tests, 2 Math Predictive Tests, Math Contests. Student Work, and State Tests, SEM student projects

Subject/Area (where relevant): _____

Parent involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL #5: By June 2011, we will organize a school-wide event to celebrate cultural diversity. This event will include the development and implementation of a social studies curriculum in all grades with embedded performances and cultural festivals.</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">• A multicultural festival will be organized and held in February 2011.• January 2011 will be designated as the first annual PS 170 Cultural Awareness Month in which teachers will incorporate a cultural focus in instruction.• Each grade will develop a unit of study on cultures in alignment with the NYS Social Studies curriculum.• Trips for parents and students will be planned around cultural themes.• Teachers and students, along with Arts Residencies (contingent upon funding), will prepare a presentation in different art forms for the Multicultural Festival.• Music cluster teachers will teach a repertoire of cultural music (instrumental and vocal) to be performed at the Multicultural Festival.• The art cluster teacher and students will create art work to celebrate cultural diversity.• Communication between parents and the school will be updated by K-12 Alerts, an electronic notification system, where parents, community organizations, and elected officials will be informed of and invited to all related cultural events.<ul style="list-style-type: none">• The school leadership team and the cabinet will review the progress of the above actions

	<p>periodically in November 2010 and March 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Staff:</u></p> <ul style="list-style-type: none"> ◆ Parent coordinator, school dean, supervisors, and teachers will all be involved in planning, organizing, and implementing the event. <p><u>Funding:</u></p> <ul style="list-style-type: none"> ◆ TL Fair Student Funding ◆ Title I ◆ Title III ◆ Title I ARRA ◆ Title I SWP ◆ Inquiry allocation (pending?) ◆ Data Specialist allocation (pending?) ◆ SLT allocation ◆ TL parent Coordinator <p><u>Resources:</u></p> <ul style="list-style-type: none"> ◆ Supplies and materials for exhibits and performances ◆ Refreshments for events ◆ Cultural Trips ◆ CBOs ◆ Nonprofit arts organizations <p><u>Funding:</u></p> <ul style="list-style-type: none"> ◆ TL Fair Student Funding ◆ Title I parent involvement ◆ Parent Coordinator OTPS ◆ Title III

Indicators of Interim Progress and/or Accomplishment

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

Parent attendance, performance tapes, curriculum for multicultural month, contracts with outside consultants.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	7	7	N/A	N/A	4	0		
1	53	53	N/A	N/A	2	0		
2	53	53	N/A	N/A	5	0		
3	68	68	N/A	N/A	4	0	1	2
4	51	51	15	10	3	0		2
5	85	85	12	16	3	0	2	2

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>K-5 Differentiated ELA lessons-small group tutoring before school during the 37 and ½ minutes AIS sessions Monday through Wednesday. The program target levels 1 and 2 as well as at risk students.</p> <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 37½ 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. After school intervention program is also provided for levels 1 and 2 students. Saturday program is provided for ELLs.</p>
Mathematics:	<p>Grades 1-5 Differentiated Math Lessons—small group tutoring before school during the 37 and ½ minutes AIS sessions Monday through Wednesday.</p> <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. Saturday program is provided for ELLs that are taking the state tests this year.</p>

Science:	The science teacher provides 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.
Social Studies:	The social study teacher provides 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.
At-risk Services Provided by the Guidance Counselor:	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 to address the student's needs. Services focus 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.
At-risk Services Provided by the School Psychologist:	The school psychologist and the School Assessment Team work together to provide interventions before refer an initial case to Committee of Special Education (CSE). The school psychologist conducts classroom observations and consults with the teachers. The goal is to first try strategies to help student who have academic/behavioral difficulties within the general education classroom setting. If the strategies used in the classroom are not working at Tier I level under the Response Intervention Model (RTI), then Tier II interventions are provided. The school psychologist continues to work with the classroom teacher to monitor student's progress. The school psychologist and the team discuss student's responses to the interventions on the Pupil Personnel Committee Team. At the same time, the school psychologist keeps ongoing communication with the parents. If the student is still not making progress after all the interventions have tried, then the student might need additional supports which the student might be referred to Committee of Special Education for a full psycho-educational evaluation. Once the evaluation process starts, the school psychologist is responsible for conducting evaluation, writing reports, developing Individual Education Plans (IEP), and setting up Educational Planning Meetings with the parents.
At-risk Services Provided by the Social Worker:	During the school day the School Social Worker meets with students one on one to address student's needs as they arise during the school year. Services focus on: study and test taking skills, teaching students mediation and conflict resolution, encouraging positive motivation and facilitating access to community resources.
At-risk Health-related Services:	School Nurse services children on a as need basis with Open Airways Program to instruct students with Asthma about managing and living with Asthma. Six sessions.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 285 LEP 285 Non-LEP

Number of Teachers 11 Other Staff (Specify) 1 Supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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:

- a. ATS Home Language Report
- b. Parent surveys
- c. PTA meetings
- d. Conversation with the parent coordinator
- e. 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 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 translated all school correspondences last year in Chinese, Arabic, and Spanish
 - 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 will continue 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$675,302	\$215,283	\$890,585
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,753	\$2,152	\$8,905
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,888	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$67,530	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. 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.

N/A

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 170K – THE RALPH FABRIZIO SCHOOL
SCHOOL PARENTAL INVOLVEMENT POLICY
2010-2011 School Year

Part I. General Expectations

PS 170k agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1118 of the ESEA.

Part II. Description of How The School Will Implement Required Parental Involvement Policy Components:

1. PS 170k will take the following actions to involve parents in the joint development of the district parental involvement plan under section 1112-Local Educational Agency Plans of the ESEA:
 - Publicize and encourage attendance at District CEC meetings and District or Office of Family Engagement sponsored workshops.
 - Encourage parents to apply for CEC seats when available.

2. PS 170k will take the following actions to involve parents in the process of school review and improvement under section 1116-Academic Assessment and Local Educational agency and School Improvement of the ESEA:
 - Notify parents of school report card, standardized test results and measures of school success.
 - Encourage parents to become involved in the PTA Title I Committee and SLT.

3. PS 170k will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Notify parents of activities planned for Title I funds.

4. PS 170k will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies , by:
 - Encouraging enrollment and attendance of our future students in area Pre-K programs.
 - Provide information and registration material for are pre-K programs.
 - Working closely with on-site After School Test Prep.

5. PS 170k will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Title I Committee will review the result of Parent Involvement Survey.

6. PS 170k will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -
- the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:
- B. The school will, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Grade 3-5 Test Prep/Curriculum workshops in Everyday Math and ELA
 - ESL classes for parents
 - Learning Leaders school volunteer program
 - Referrals to other adult education providers in the community
 - Referrals to other parenting workshops in the community, regional office
- C. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Professional Development Articles and Workshops on Parent Involvement
 - Learning Leaders Program
 - Close collaboration of teachers, administration and PTA activities
- D. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Outreach by parent coordinator
 - Encourage parents to participate on First Friday, informational workshop, computer training, and e-mailing parents for various school activities

- E. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Translated material on parenting and Citywide/Regional notices are sought out and made available in four languages.
 - Notices are translated in as many languages as possible when time allows.
 - Parent Involvement activities are explained and encouraged to Adult ESL class participants.
 - List of translators and interpreters is maintained and distributed to the staff.
 - Thursday envelope parents will receive notices in various translations

Part III. Discretionary School Parental Involvement Policy Components – N/A District Wide Policy

PART IV. ADOPTION

The School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PA/PTA Agenda and sign-in sheet attached.

This policy was adopted by PS 170k on September 8, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 29, 2010.

Addendum

This Title I Parent Involvement Policy as set forth above has been voted on and approved by the membership. The most recent amendment(s) were approved at the PTA membership meeting held on September 22, 2010
(Month) (Day)(Year)

Signed by

Mrs. Leslie Pagliaro, Assistant Principal
Title I Representative

(Month) (Day) (Year)

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 170 THE RALPH A. FABRIZIO SCHOOL
SCHOOL-PARENT-STUDENT COMPACT
2010/2011 School Year

School Responsibilities:

PS 170 agrees to:

- Convene an annual meeting for Title I parents to inform them of the Title I programs at PS 170 and their right to be involved.
- Offer a flexible number of meetings at various times.
- Actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- Provide performance profiles and individual student assessment results for each child and other pertinent individual and school regional educational information.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet student academic achievement standards.
- Hold parent-teacher conferences bi-annually during which this compact will be discussed as it related to an individual child’s achievement.
- Provide parents with frequent reports on their child’s progress.

- Provide parents with reasonable access to staff.
- Provide parents with opportunities to volunteer and participate in their child's class and school-wide activities, and to observe classroom activities.

Parent Responsibilities:

We, as parents, agree to:

- Support my child's learning by making education a priority in our home by:
 - Making sure my child is on time and prepared for school every day.
 - Monitoring my child's attendance at school.
 - Talking with my child about his/her school activities every day.
 - Scheduling daily homework time and providing a place conducive for study.
 - Making sure that homework is completed.
 - Monitoring the amount of television my children watch.
 - Monitor my child's internet use.
 - Work with my child on his/her school work.
 - Read together with my child every day.
- Volunteer, as able, in my child's classroom or school-wide activities.
- Participate, as appropriate, in decisions relating to my child's education.
- Stay informed about my child's education by promptly reading all notices from the school received by my child and responding as appropriate.
- Become involved in developing, implementing, evaluating and revising the school-parent involvement policy.
- Participate in or request technical assistance training that local education authority or school offers on child rearing practices and teaching and learning strategies.
- Share the responsibility for improved student achievement.
- Communicate with child's teachers about the child's educational needs.
- Ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child in educational process.
- Communicate positive values and character traits such as respect for others, hard work and responsibility.

Student Responsibilities: (Optional)

We, as Students, I agree to:

- Come to school ready to do my best.
- Come to school with all the necessary tools for learning – pens, pencils, books, etc.

- Listen and follow directions.
- Be honest and respect the rights of others.
- Follow the school and class rules.
- Ask for help when I don't understand.
- Do my homework every day and ask for help when I need it.
- Study for tests and assignments.
- Read at least 30 minutes every day outside of class, read with my parents.
- Get enough sleep every night.
- Give my parents all notices and information I receive at school each day.

SIGNED: (Optional)

_____	_____	_____	_____
Principal	Parent(s)	Student	
_____	_____	_____	_____
Date	Date	Date	

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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 School Needs Analysis Section Pages 11 - 16

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:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

Please see the Goals and Action Plans from pages 19 – 35.

3. Instruction by highly qualified staff.

Although all staff is highly qualified, we still set aside funds to hire consultants 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 teacher professional development, please see pages 19 – 32. For all other staff, they will attend various workshops provided by our Children First Network and by central. Parents will attend the monthly workshops organized by the parent coordinators and by the Community Education Council.

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.

Please see pages 33-35

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.

Please see pages 23-25

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 19-22; 24-28; 29-32; and 39-40.

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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
--------------	--	---	--	---

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$675,302	✓	17-35
Title I, Part A (ARRA)	Federal	✓			\$215,283	✓	17-35
Title II, Part A	Federal	✓			\$131,111	✓	17-35
Title III, Part A	Federal	✓			\$48,460	✓	17-35
Title IV	Federal	N/A					
IDEA	Federal	✓			\$239,451	✓	17-35
Tax Levy	Local	✓			\$4,027,715	✓	17-35

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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:

codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- 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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

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

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

School Under Registration Review (SURR)

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

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: 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.)
None
2. Please describe the services you are planning to provide to the STH population.
N/A

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Ralph A. Fabrizio School					
District:	20	DBN:	20K170	School		332000010170

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.5	95.9	96.2
Kindergarten	152	120	162				
Grade 1	146	151	140	Student Stability - % of Enrollment:			
Grade 2	130	142	157	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	134	121	145		91.9	92.7	88.5
Grade 4	130	134	118				
Grade 5	126	127	145	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.0	85.5	85.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	3	2
Grade 12	0	0	0				
Ungraded	0	3	4	Recent Immigrants - Total Number:			
Total	818	798	871	(As of October 31)	2007-08	2008-09	2009-10
					38	21	31

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	23	5	4
# in Collaborative Team Teaching (CTT) Classes	57	53	65	Superintendent Suspensions	4	0	1
Number all others	25	25	32				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	66	70	71
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	6
# receiving ESL services only	315	284	TBD				
# ELLs with IEPs	5	36	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	4	4	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	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	65.7	90.1
				% more than 5 years teaching anywhere	48.5	51.4	63.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	89.0	97.2
American Indian or Alaska Native	0.2	0.3	0.1	% core classes taught by "highly qualified" teachers	95.0	96.6	98.7
Black or African American	1.5	1.1	1.5				
Hispanic or Latino	19.2	21.2	24.0				
Asian or Native Hawaiian/Other Pacific	34.6	34.3	34.4				
White	44.3	42.5	40.0				
Male	52.0	52.1	52.5				
Female	48.0	47.9	47.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					P
Overall Score:	53.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	8.9	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	33.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children First Network 609	District 20	School Number 170	School Name Ralph A. Fabrizio
Principal Zhen Wu		Assistant Principal Dianne V. Gounardes	
Coach Maria Donohue		Coach Elizabeth De Angelis	
Teacher/Subject Area Laura Mirto		Guidance Counselor Vera Lerudis	
Teacher/Subject Area type here		Parent Valerie Kapassakis	
Teacher/Subject Area type here		Parent Coordinator Abigail Figueroa	
Related Service Provider Jocelyn Iadoralo		Other Therese Mulkerrins-School Dean	
Network Leader Debra Van Nostrand		Other Leslie Pagliaro- A.P.	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	8	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language 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	854	Total Number of ELLs	285	ELLs as Share of Total Student Population (%)	33.37%
------------------------------------	------------	----------------------	------------	---	---------------

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.
3. 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 [\[see tool kit\]](#).)

4. 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.
5. 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.)
6. 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.

When any new student comes to our school, our ESL coordinator, Maria Donohue, along with one of our multi-lingual pedagogues (3 who are fluent in Chinese, 2 who are fluent in Arabic, and 2 who are fluent in Spanish) are available to conduct and translate during the registration process. This registration process includes conducting an informal oral interview in English and the student's native language and also answering any questions about filling out the Home Language Survey. The ESL coordinator signs off on the HLIS to determine whether or not the student is eligible for LAB-R testing.

If a first-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, along with a photocopy of the student's HLIS to the ESL teacher who services that particular grade. 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 within the first five days of attendance to our school. After testing, the scan is hand-scored by the ESL coordinator and then submitted to our testing coordinator. The LAB-R results are recorded by grade level on our school's master list. The Home Language Surveys of the eligible students are then photocopied and stored in the main office.

After a newly-admitted student has been identified as being eligible for English services, the ESL coordinator sends home copies of the letter which invites 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 services. After the initial orientation, other orientations are held every two to three weeks or on an as-needed basis. 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. We also make the effort to accommodate our working parents by setting up one-to-one meetings before and/or after school to explain the parents' rights and parent choices for available programs. 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 Parents Surveys and Selection forms from nearly 100% of our parents/guardians.

Upon receipt of the Parent Survey and Selection form, guardians 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.

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/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 our new admit's master list.

During the orientations, one-to-one meeting and/or phone conferences, we inform our parents of the three program choices. These programs include Freestanding ESL, Bilingual Education, and Dual Language. We are able to inform parents of the three choices by either the NYS DVD, our school's powerpoint presentation, and the available Parent Brochures in the appropriate languages. At present, our school only offers an ESL program, so all students who are eligible for an English instructional program are placed in either our newcomer, co-teaching or push-in model classrooms. 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.

In the past few years, the vast majority of the parents/guardians who returned a Parent Survey/Selection form indicated a first choice of Freestanding ESL. In 2007, 10 parents chose bilingual education as their first choice (9%), 4 parents chose Dual Language (2%) as their first choice, and 76 parents chose ESL (89%) as their first choice. In 2008, 6 parents chose Bilingual Education (8%) as their first choice, 2 parents chose Dual Language (2%) as their first choice and 41 parents chose ESL (90%) as their first choice. In 2009, 5 parents chose Bilingual Education (6%) as their first choice, 1 parent chose Dual Language (3%) as their first choice, and 26 parents chose ESL (91%) as their first choice. During this year, 0 parents chose Bilingual Education (0%), 1 parent chose Dual Language (1%) and 46 parents chose ESL (99%) as their first choice. Even though, some parents have requested Transitional Bilingual or Dual Language services for their children in the past, because of the variety of languages and dialects 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 New York City 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.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

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	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained				1		2								3
Push-In	6	4	4	2	2	1								19
Total	6	4	4	3	2	3	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	285	Newcomers (ELLs receiving service 0-3 years)	255	Special Education	34
SIFE	6	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	1

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	255	6	25	29	0	9	1	0	1	285
Total	255	6	25	29	0	9	1	0	1	285

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	9	10	11	12	TOTAL
Spanish	9	14	13	11	5	5								57
Chinese	32	30	22	17	9	18								128
Russian	1	0	2	0	0	0								3
Bengali	0	0	1	1	0	1								3
Urdu	1	4	4	0	0	2								11
Arabic	14	16	12	13	8	9								72
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	1	0	0	0								1
Albanian	0	0	0	1	0	1								2
Other	1	2	3	1	1	0								8
TOTAL	58	66	58	44	23	36	0	285						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. 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])?
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)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. 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.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Our new ESL program include co-teaching, self-contained, and push-in models. This year we introduced a new co-teaching model. In Kindergarten through grade 2, we have three co-teaching classes. The teachers in these grades, one classroom teacher partnered with an ESL teacher, services two classes of English Language Learners. Co-teaching in these classes focuses on Literacy and language development for the English Language Learner. The ESL teacher co-teaches in each of the classrooms 360 minutes per week(8 periods-see below for a typical student's schedule). This year we also introduced two newcomer bridge classes(grades 2/3 and 4/5). Both of these classes are self-

contained and our newcomer ESL students are taught all day intense language instruction using ESL methodologies. We also have a fifth grade self-contained class which services our Intermediate and Advanced English Language Learners. In this class, we have many of our Proficient students, who recently passed the 2010 NYSESLAT. Our third model is a traditional push-in program (see below for a typical student's schedule). All our ESL teachers cooperatively plan with the classroom teacher in order to differentiate the Literacy lesson to make each lesson comprehensible for our ELL students. All of our students are grouped heterogenously, except for our newcomer classes who are homogeneously grouped. There are 3 self-contained classes, 6 co-teaching classes and 12 push-in classes, for a total of 22 ESL classes. In each of these ESL classes, the ESL teacher instructs beginner and intermediate students for 360 minutes per week(8 periods per week) and 180 minutes (4 periods) for the advanced students. All instruction is delivered in English with some native language support for our newcomer students(administered by native language paraprofessionals).

SECOND GRADE CO-TEACHING-SAMPLE STUDENT SCHEDULE

AIS-Small Group Literacy Instruction
 Period 1-Readers' Workshop (ESL co-teaching model)
 Period 2-Writers' Workshop (ESL co-teaching model)
 Period 3-Lunch
 Period 4-Math (Content Area Teacher)
 Period 5-Social Studies (Content Area Teacher)
 Period 6-Grammar and Word Study
 Period 7-Teacher Prep (Technology)

FOURTH GRADE PUSH-IN-SAMPLE STUDENT SCHEDULE

AIS-Small Group Literacy Instruction
 Period 1-Math (small group instruction-push-in ESL)
 Period 2-Readers' Workshop(vocabulary and Reading-push-in ESL)

Period 3-Teacher Prep-Science
Period 4-Grammar/Spelling
Period 5-Lunch
Period 6-Writing
Period 7-Social Studies

The school schedule has been designed to have at least two common preps for each grade per week in order to support our co-teaching and push-in models. In addition, during monthly grade conferences, collaborating teachers analyze their students' data to 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.

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's CALP skills and help ELLs meet and eventually exceed state standards.

As part of our schoolwide initiative, classroom teachers-including our ESL teachers have attended several Professional Development workshops on differentiation based on Carol Tomlinson's work. By utilizing student data and the Macmillan's Treasures reading program, our current curriculum, all classroom teachers participate in planning differentiated instructional packages targeting readiness, interest and learning profiles of students. Within these units, teachers vary the content, product and process. Our classroom and ESL teachers co-plan and co-teach these differentiated lessons with the support of the school's four instructional coaches (K-2;3-5: ESL; and Special Education).

In addition to the close partnership between classroom and ESL teachers planning and implementing the literacy curriculum, ESL teachers also collaborate with classroom teachers to facilitate academic achievement in the content areas. When an ESL teacher co-teaches or pushes in during Math, Science or Social Studies lessons are scaffolded to meet the needs of our English Language Learners. 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, SIFE, 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 our newcomer classes or co-teaching classes, where the ESL teacher can provide intensive one-on-one and small group instruction on a daily basis. These newcomers are assigned a language buddy to help them become acquainted with school routines and student expectations. The students in these classes have access to listening centers and instructional software (from Rigby/Reach program-National Geographic) 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. This year we also have introduced a new program for our newcomer class (self-contained), the Reach program, a Science based program designed for English Language Learners, which includes grammar, songs and rhymes, phonics and beginning academic vocabulary.

Many of our third, fourth, and fifth grade ELLs have been receiving ESL services for four or more years and our student who has been receiving ESL instruction for 6 years. These students are provided with ongoing ESL instruction throughout the year, both in literacy and the 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 alternative texts, focus on 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 (listed in section B). For our SIFE students, we include in our instruction scaffolding and additional ESL methodologies to enhance the academic achievement for these students. Differentiated class work, projects and homework assignments are provided daily. Intervention services are listed in section B which are for our Special Education ELLs, SIFE, and our long-term ELLs.

B. 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.
14. What language electives are offered to ELLs?

P.S. 170 has a wealth of intervention programs for ELL students who need additional academic support. Our newcomers and long-term ELLs are encouraged to attend the 37.5 minute AIS sessions, as well as one of the 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. Our reading and writing program is based on our primary reading program, MacMillan's Treasures. During our academic intervention periods, such as morning AIS, push-in reading for grades 3-5, and our current differentiated instructional model, we have developed small group instruction which helps our English Language Learners who have not been able to meet the performance standard in reading comprehension and writing. The reading skills and vocabulary are presented using Science and Social Studies themes. We also have the Wilson program for students with the English sound system. This year we have incorporated a push-in ESL Through the Arts program where students are writing their own plays for a performance, helping our ELL students with their listening, speaking, reading and writing skills.

Our advanced English Language Learners are invited to our afterschool ESL program, which focuses on improving students' reading and writing skills in grades 1-3. In the spring, they also will be giving students extra training in passing the annual NYSESLAT exam. Our newcomer/beginner/intermediate ELLs are invited to our Saturday ESL Acceleration Program, which focuses on improving language skills using Reader's Theater, music and art. In addition, we have started a new Saturday program which focuses on test preparation (ELA/Math) for our intermediate/advanced students in grades 3, 4, and 5.

Many of our recent proficient ELLs (2 years) have been placed in our co-teaching, self-contained, and push-in model classrooms. We have found in recent years that the recent proficient ELLs need the additional support and excel with the specific differentiated instruction which is prevalent in these classrooms. Our proficient students in grades 3, 4, and 5 also receive small group reading instruction from our push-in reading programs and our Theater program. This year we have included many of our proficient ELLs in our afterschool intervention and enrichment programs for additional academic support.

Materials used that specifically enhance ESL instruction and English language acquisition include: Rigby, National Geographic (Reach Program), 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 skills. Open Court is the phonics program used in

the lower grades, K-2. Classroom 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. 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.

In our newly formed newcomer bridge classes we have incorporated native language support during the school day. We have scheduled our paraprofessionals, who speak Chinese and Arabic, daily periods in these classrooms during content area instruction, making the instruction comprehensible to our students.

C. 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)?

Paste response to questions 1-5 here

D. 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 (including non-ELL teachers) as per Jose P.

The following is our Professional Development Schedule for 2010-2011. The professional development listed is a combination of the regional offerings and our own professional development for ESL and classroom teachers (which is based on the needs of our faculty-as per Jose P.).

- * October 2010-Academic Literacy for ELLs Aligned to Common Core State Standards: Introduction to CCSS
- * November 2010-Designing Instruction for the Newcomer-ESL Strategies for the cluster teacher (Visual Arts and Content Area)
- * December 2010-Academic Literacy for ELLs Aligned to CCSS: Reading and Writing Informational Text
- * January 2011-Implementing Successful Classroom Practices for the Academic Achievement of ELLs
- * January 2011-Academic Literacy for ELLs Aligned to CCSS-Looking at Student Work
- * March 2011-Academic Literacy for ELLs Aligned to CCSS-Curriculum Mapping

Professional development 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. At P.S. 170, our ESL coordinator attends the regional professional development and the material is then turn-keyed to the staff as needed. 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
- * Using ELL Data to Drive Instruction: Incorporating the language of ELA Exams into our Daily ESL Instruction
- * Effective Strategies in Literacy Instruction for ELLs

This year we will also provide classroom and curriculum planning support for our new self-contained teachers by our ESL Coordinator/Coach. She oversees all ELL programs and assists teachers with planning using ESL methodologies and appropriate resources.

The minimum 7.5 hours of ESL training for all staff members including non-ELL teachers addresses the following areas:

- * Understanding the legal documents which identifies our ELLs and how we can support our English Language Learners and their families during the initiation into our education system
- * Exploring ESL strategies and methodologies to support our English Language Learners at each level of second language acquisition
- * The use of technology in the classroom and its benefits for our English Language Learners at all stages of development
- * Understanding and analyzing English Language Learners' data from state assessments (LAB-R, NYSESLAT, ELA and Math yearly assessments)

We also provide our staff, students and parents with support as the fifth graders transition from elementary school to the middle school environment. We provide our 5th grade students with a push-in program which focuses on lifeskills and character development. This program helps the teachers and students who are dealing with some difficult situations which may come up during the year. Our guidance counselor provides an at-risk guidance program, both pull-out and push-in, which also help students with issues. In addition, she provides assistance and support for students and parents with the Middle School application process. She communicates with parents during Parent-Teacher conferences, sending e-mail and written correspondence. This year, we will be inviting the fifth grade parents along with the fifth grade students to explain the application process and the Middle School experience. At this meeting, we will be inviting I.S. 30 and McKinley Middle School to speak with the students and parents. Our students even take a trip to McKinley Middle School, so the students can experience the middle school environment for themselves.

E. 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?

In the past few years, we have been focusing on increasing our ELL parents' involvement in the school community. At the beginning of the school year, our parent coordinator, Abigail Figueroa, sends all parents a Parent Survey along with the School's Parent Involvement Policy and collects the data to make informed decisions on the needs of our parents. The survey and policy are sent to our parents in both English and the parents' native languages.

In addition, we are continuing our monthly Parents' 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 so our parents can borrow books to read to their children at home. This year we will continue our parent workshops, which include the following topics:

- * ESL Newcomer Workshop - Welcoming our new parents to the school and explaining our programs and events for the school year.
- * Literacy Night for Kindergarten through Grade 2
- * ARIS Training/Assessment Workshop (Understanding and Interpreting Results from Year's Assessments)
- * Understanding the Middle School Application Process (Grade 5 students and parents)
- * Nutrition and Health Workshop (Parents and Food Services personnel collaborate ideas for healthy meal planning)
- * Multi-Cultural Fair - Parents view students' work, presentations and sample multi-cultural foods from around the world.
- * Early Childhood Development Class
- * Dental Workshop
- * Professional Development on Cultural Center Passes-Kindergarten parents were given cultural center passes.

We intend to extend professional development to the Kindergarten parents as well as the Kindergarten teachers.

This PD will explain how and where to use these passes in order to best serve the needs of our parents and children.

- * Stress Management

Our yearly Community Awareness Day held in the Spring is a huge success. Health organizations, businesses from the community and games for the children help bring our school community together for a fun-filled day.

All the above events and workshops include translations and translators to make the information comprehensible for our English Language Learner's parents.

Last year, we began an ESL class for our newcomer parents. In this class, our parents learned conversational English and some Academic vocabulary, so they can help their children with their homework. Our plan is to continue this class and make the participants active members in the school community.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	42	32	15	11	3	12								115
Intermediate(I)	2	23	17	15	3	4								64
Advanced (A)	16	7	31	17	17	18								106
Total	60	62	63	43	23	34	0	0	0	0	0	0	0	285

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	5	6	3	2	6							
	I	0	17	2	4	3	4							
	A	0	15	38	10	1	11							
	P	0	21	7	22	12	10							
READING/WRI TING	B	0	27	9	7	3	6							
	I	0	23	17	16	2	6							
	A	0	7	17	17	13	18							
	P	0	1	10	0	0	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	11	8	0	21
4	1	22	16	0	39
5	11	18	2	0	31
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	8	1	12	2	5	1	33
4	1	0	9	1	28	7	7	1	54
5	5	1	26	6	10	6	5	3	62
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	9	2	21	5	16	3	58
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	
5	6	2	4	1	22	2	0	0	37
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

Our school uses Fountas and Pinnell Benchmark Assessment Systems in grades Kindergarten through grade five. This assessment is given to our students three times a year to monitor their progress (October, February and May). The assessments provide 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. All students are also assessed using the unit assessments from our reading program, Treasures. These assessments are new to our school this year and will assess students' comprehension. The format of the assessment is similar to the New York State assessments. In addition, our students are assessed in Mathematics using the Everyday Math assessments. Both of these assessments are aligned to the New York State Standards and these scantron results are reported to both students and parents. Students in grades 3-5 also are assessed with predictive assessments. This year, P.S. 170 is assessing students using the New York State Exams (2010 and 2009) in both ELA and Math as our predictive assessments. The results of these assessments are used to identify the needs of our students. During our collaborative inquiry periods, the results are discussed and analyzed so that our teachers can set instructional goals for our students, identifying specific sub-skills for each targeted group. This year we have developed a data base which all personnel uses to identify and analyze results of students. This data base includes current predictive results, Fountas and Pinnell reading levels, and academic interventions for each student. This data base is currently being used by classroom, esl and cluster teachers in order to provide the staff with the latest information about each student. Our collaborative team meetings are scheduled twice a month where teachers, service providers and administrators examine data and plan out strategies in order to meet the needs of all of our students.

Upon examination of our overall NYSESLAT proficiency results, our greatest number of students performed at the beginner and advanced levels of English proficiency. Across the grade levels (kindergarten through grade 5), there was a total of 115 students who performed at the beginner level, a total of 64 students who performed at the intermediate level and a total of 106 students who performed at the advanced level. At the beginner level, our greatest cluster of students were in grades kindergarten and grade 1. At the intermediate level, our greatest cluster of students were in grades 1 and 2. At our advanced level, our greatest cluster of students was in grade 2.

Upon disaggregating the 2010 NYSESLAT in 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. According to our current 2010 NYSESLAT results, there were 201 students tested in grades one through five. Upon reviewing the data, a total of 105 students scored at the intermediate and advanced levels in the modalities of listening and speaking. There were 22 students who scored at the beginner level and 46 students who were proficient in the modalities of listening and speaking. The largest number of students were at the advanced level for this modality (75). When analyzing the reading and writing modality, there were 98 students who scored at the beginner and intermediate level and 72 students who scored at the advanced level. Reviewing this data, shows us that again we have made gains with our ELL population, but again we need to target instruction for our beginner and advanced ELL population. Based on this data, our instructional focus will be on developing speaking and listening skills for our newly arrived kindergarten students. As part of our inquiry work, kindergarten teachers along with the literacy/math coach have been examining student achievement on following directions and attending to and completing tasks as part of their yearly goals for these students. In addition, we need to focus on our ELLs who have been at the advanced level for more than one year. As was previously stated, our school has developed a schoolwide initiative on differentiation which has been implemented across all grade levels this year. Our differentiated model focuses on students ability levels and has thus far been very effective.

According to the results of the State Math, Social Studies and Science exams, the English Language Learners who were able to be assessed in their native language did slightly better than their peers who were assessed in English. The results proved that most of our students performed

at a level 2 or better. The New York State ELA results indicate that there were 14 ELL students performing at level 1, 51 ELL students performing at level 2, and 26 ELL students performing at level 3. We did not have any ELL students performing at level 4. Based on these results and the formatted assessment system which we have in place for this year, we will be able to analyze our data and make informed instructional decisions for our English Language Learner population.

Additional Information

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

Empty space for providing additional information.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		2/1/11
	Assistant Principal		2/1/11
	Parent Coordinator		2/1/11
	ESL Teacher		2/1/11

	Parent		2/1/11
	Teacher/Subject Area		2/1/11
	Teacher/Subject Area		2/1/11
	Coach		2/1/11
	Coach		2/1/11
	Guidance Counselor		2/1/11
	Network Leader		2/1/11
	Other <u>A.P.</u>		2/1/11
	Other <u>School Dean</u>		2/1/11
	Other <u>Related Services</u>		2/1/11
	Other		