



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 170, THE RALPH A. FABRIZIO SCHOOL

DBN : 20K170

PRINCIPAL: ZHEN (TONY) WU

EMAIL: ZWU@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Zhen (Tony) Wu	*Principal or Designee	
Clemencia Saleeby	*UFT Chapter Leader or Designee	
Joann Harrell	*PA/PTA President or Designated Co-President	
Abigail Figueroa	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Therese Mulkerrins	Member/UFT	
Laura Mirto	Member/UFT	
Melanie Zahn	Member/UFT	
Angela Koutelos	Member/UFT	
Cynthia Aweeky	Member/UFT	
Rasha Soliman	Member/Parent	
Sally Fang	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Kellie Shea	Member/Parent	
Oltiana Isufi	Member/Parent	
Valerie Kapassakis	Member/Parent	
Jeanne Mohammadein	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- **By June 2013, the school's ELA and Math curricula will be fully aligned to the CCLS as evidenced by standards based curriculum maps, lesson plans, and unit/interim assessments.**

Comprehensive needs assessment

- In school year 2011-2012, we aligned one ELA and one math unit to CCLS. This year we will deepen our work in aligning our entire ELA and Math curriculum to CCLS. Even though DoE's Instructional Expectations for this year only require schools to align two units in ELA and math respectively, we decide to align the whole curriculum since the NYS assessment for this year will be fully aligned to CCLS.

Instructional strategies/activities

- Teacher teams will create curriculum maps and pacing calendars to align the school's ELA and Math curricula (Treasures and Everyday Math) to the NY State Common Core Learning Standards starting late August.
- Explore Non-fiction Writing and Contexts for Learning will be introduced to supplement Treasures and Everyday Math.
- Teacher teams will develop in full scale four common core aligned units of study: 2 mathematics units and 2 ELA units with social studies and/or science embedded in one of the literacy units.
- All unit and interim assessments will be revised to match the CCLS aligned curricula.
- Teacher teams will meet regularly to align the curricula. These meetings will take place during Tuesday morning inquiry sessions, at monthly grade meetings and faculty conferences, during professional development days and afterschool sessions.
- Classroom lab sites will be created on each grade to provide teachers opportunities to observe the demonstration of select lessons from CCLS units of study. Teachers will then reflect upon and adapt these lessons to meet the needs of their

classroom. Instructional coaches will be working with the lab site classroom teachers to plan, co-teach, or demonstrate the CCLS lessons.

- Professional development in CCLS, Danielson, Technology, and Junior Great Books will be incorporated into the CCLS curriculum alignment and implementation process, i.e. all trainings support the implementation of CCLS and help make the shifts to CCLS.
- School budget will be aligned to provide the necessary resources to support the above initiatives.
- Teacher teams will look at student work from the CCLS aligned units during the weekly common preps to evaluate the effectiveness of the CCLS aligned units and their implementation.
- School cabinet and School Leadership Team will meet monthly to evaluate the status of achieving this goal via looking at the results of the unit assessments, predictive tests, and Fountas & Pinnell Reading Assessments.
- Timeline:

CCLS alignment of the entire ELA & Math curriculum: Throughout the entire school year

Full scale alignment of two units each in ELA and Math:

ELA:

Unit 1 – Completed by January 2013

Unit 2 – Completed by May 2013

Math:

Unit 1 – Completed by December 2013

Unit 2 – Completed by March 2013

Strategies to increase parental involvement

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 -

- Common Core Standards
- Other State’s student learning standards,
- The State and local academic assessments,
- The requirements of Title I Part A
- How to monitor their child’s progress by utilizing CCLS aligned student report cards, IXL, and RAZ-KIDS parent reports
- How to work with their children and the teachers

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax		Title							
X	Levy	X	Title I	X	Title IIA	X	Title III	_____ Grants	_____ Other

If other is selected describe here:

Service and program coordination

- Teacher salary funded by Tax Levy, Title I, Title IIA
- Per Diem days funded by Title I and Tax Levy to hire substitutes to free teachers for curriculum alignment, lesson planning, and lab site inter-visitation, etc
- Per session funded by Title I and Tax Levy for staff development and conducting parent workshops, etc
- Supplies general and equipment funded by Tax Levy and Title I to support the CCLS alignment effort
- Title I funded School Leadership Team and parent involvement

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- **By June 2013, teaching practices will be significantly improved: During the 2 cycle formal/formative observations, 70% of the teachers will make satisfactory improvement in cycle II in the areas of improvement identified in cycle I.**

Comprehensive needs assessment

CCLS requires not only in curriculum shift, but also, more importantly, shifts in instructional practice. In 2012-2013, we will continue to build on our work on implementing Danielson's Framework for Teaching. Based on our analysis on last year's formative observations and the city's Instructional Expectations, we will continue to work on 3 components in Danielson's Framework: Questioning and discussion, using assessment in instruction, and designing coherent instruction. This work will be incorporated into our work on CCLS alignment and our trainings on Universal Design for Learning (UDL).

Instructional strategies/activities

- A differentiated professional development plan for the school year will be developed to foster a common understanding of select Common Core Learning Standards; key components of the Danielson Framework; and principles of Universal Design for Learning.
- Classroom lab sites will be created on each grade to provide teachers opportunities to observe the CCLS demonstration lessons and the teacher practice focusing on select components of the Danielson Framework.
- Frequent formative observations will be conducted by administrators and peers to provide actionable feedback to help teachers improve their teaching practice. Findings from the formative observations will be analyzed to drive and adjust our professional development plan.
- Teacher teams will meet regularly to analyze student data and look at student work to adjust teaching practice and

- Scheduled access to School Library
- Referrals to other adult education providers in the community
- Referrals to other parenting workshops in the community, and regional office

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, Parent Coordinator and PTA.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I X Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Teacher salary funded by Tax Levy, Title I, and Title IIA
- Per Diem Days funded by Title I and Tax Levy to provide substitute coverage for professional development and lab site activities
- Per session hours funded by Title I and Tax Levy for professional development planning and trainings
- General supplies and equipment funded by Title I and Tax Levy to support the above effort
- Title I funded School Leadership Team and parent involvement.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- **By June 2013, 40% (50 out of 122) of students having scored at Level 1 or 2 on the 2012 ELA State Test will score one level higher as measured by the 2013 New York State ELA Assessment.**

Comprehensive needs assessment

In 2011-2012, our students made significant gains in the New York State English Language Arts Test. As indicated in the NYC School Progress Report, we were rated “A” in both student performance and progress. However, we are aware of the fact that we still had a large number of students who scored at levels 1 & 2 in ELA. Therefore, to improve the ELA proficiency remains our goal for this year.

Instructional strategies/activities

- Teacher teams will create curriculum maps and pacing calendars to align the school’s ELA and Math curricula (Treasures and Everyday Math) to the NY State Common Core Learning Standards starting late August.
- A differentiated professional development plan for the school year will be developed to foster a common understanding of select Common Core Learning Standards; key components of the Danielson Framework; and principles of Universal Design for Learning.
- Classroom and Intervention teachers will screen student data to determine areas of need for intervention.
- Training for Universal Design for Learning (UDL) will be provided for all teachers to design lessons with multiple access points.
- Academic Intervention will be provided in two extended day sessions Monday and Wednesday from 8:00am to 8:50am throughout the school year. Teachers will provide targeted intervention in a small group setting to identified at-risk students.
- Afterschool skill building programs will be provided in a small group setting for at-risk students.

- Two full time teaching positions will be created to implement the Response to Intervention (RTI) Initiative. The selected teachers will apply intervention strategies from programs such as Wilson, Leveled Literacy Intervention (LLI), Lindamood-Bell, and Orton Gillingham in response to student needs.
- The two selected RTI teachers will attend trainings in the above mentioned reading intervention programs and will provide turnkey training to other teachers.
- A RTI protocol will be developed to provide guidance in identifying at-risk students for the program, assess and monitor the student progress, determine the program exit status and communicate the student progress to parents monthly.
- Teacher teams will look at student work during the weekly common preps to evaluate the effectiveness of the CCLS aligned units and their implementation.
- Supervisors will meet with relevant teachers monthly to discuss the progress of the at-risk students.
- Timeline:
 - Morning AIS Program: September – June
 - After school intervention program: November to March
 - RTI: September – June (3 month a cycle)

Strategies to increase parental involvement

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
- Learning Leaders school volunteer program
- Parents as Reading Partner “First Friday”
- Scheduled access to School Library
- Referrals to other adult education providers in the community
- Referrals to other parenting workshops in the community, and regional office

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 four languages as possible when time allows.
- Translation will be provided for all Parent Involvement activities.
- List of translators and interpreters is maintained and distributed to the staff.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Teacher salary funded by Tax Levy, Title I, and Title IIA
- Per Diem Days funded by Title I and Tax Levy to provide substitute coverage for professional development and lab site activities
- Per session hours funded by Title I, Title III, and Tax Levy for after-school intervention and enrichment programs and related trainings
- General supplies and equipment funded by Title I and Tax Levy to support the above effort
- Textbooks and library supplies funded by Title I and Tax Levy
- Title I funded School Leadership Team and parent involvement.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- **By June 2013, 60 % of students identified as at risk in reading will be reading at or above grade level as measured by Fountas and Pinnell Benchmark Assessment.**

Comprehensive needs assessment

The New York State Education Department (NYSED) has established a regulatory policy framework for RtI in relation to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners. RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps.

Instructional strategies/activities

- An RTI team will be created and will include administrators, general education teachers, reading specialists, special education teachers, ESL teachers, instructional coaches, school psychologist and guidance counselors. The team will be responsible for reviewing student data, monitoring student progress and adjusting student intervention plans. At the end of the year the team will reflect on intervention practices and make changes if necessary.
- A system of RTI will be established, which will consist of the following levels: level I – classroom teacher intervention; level II – intervention in Morning AIS or after school intervention programs, and level III – RTI teacher service.
- Training in UDL will be provided to faculty including special education teachers, general education teachers, intervention teachers, and School Based Support Team (SBST).

- Administrators, coaches and teachers will continue to attend workshops pertaining to intervention approaches which will be facilitated by the network and central offices.
- Two full time teaching positions will be created to implement the Response to Intervention (RTI) Initiative. The selected teachers will apply intervention strategies from programs such as Wilson, Leveled Literacy Intervention (LLI), Lindamood-Bell, and Orton Gillingham in response to student needs.
- The selected RTI teachers will attend trainings in above mentioned intervention programs and will provide turnkey training to staff.
- An RTI protocol will be developed to provide guidance in identifying at-risk students for the program, assess and monitor the student progress, determine the program exit status and communicate the student progress to parents monthly.
- The RTI team will evaluate the effectiveness of the RTI program twice throughout the school year, once in January and once in June.
- Timeline:
 - RTI program design – September
 - RTI Teacher Service – Cycle I: September to December, Cycle II: January to March, Cycle III: April to June
 - RTI protocol design – September to December
 - RTI program evaluation – January and June

Strategies to increase parental involvement

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 -

- NYS Common Core Learning Standards
- Other State’s student academic achievement standards,
- The State and local academic assessments including alternate assessments,
- Response to Intervention Program and its communication protocol,

- The requirements of Title I, Part A
- How to monitor their child's progress by utilizing ARIS, IXL, RazKids A-Z, student report cards, and other reports. How to work with their children and the teachers.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title I
 _____ Title IIA
 _____ Title III
 _____ Grants
 _____ Other

If other is selected describe here:

Service and program coordination

- Teacher salary for the two RTI teachers funded by Tax Levy
- Training expenses funded by Title I
- Evaluation kits funded by Title I
- Supplies general and textbooks funded by Title I

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

By June 2013, 70% of the families will have visited a minimum of 3 cultural/educational institutions as evidenced by various artifacts documenting their trips.

Comprehensive needs assessment

Our school community is a diverse community with working families, many of which are families of new immigrants. Many of our parents do not speak English and this language barrier has kept them from taking their children to many cultural and educational facilities, including parks, museums, and libraries, etc. This is reflected academically in their children as lack of prior knowledge, which leads to poor reading comprehension.

Instructional strategies/activities

- A list of recommended cultural/educational excursions will be posted on the school website and distributed to parents. The information will include a brief description of site features, special programs and directions. Translations will be provided in Arabic, Chinese and Spanish.
- The Cool Culture passes will be purchased for incoming Kindergarten families to enrich our children's cultural experience from an early age.
- The school library will provide extended hours for family use.
- The school will continue to plan family trips to cultural/educational institutions during school recesses.
- We will continue to hold The Annual Family Festival which presents available community resources.
- SLT will review the effectiveness of these parent involvement activities in June.

Strategies to increase parental involvement

PS 170 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:

- Provide information and registration material for incoming Kindergarten.
- Provide information and registration material regarding the Cool Culture program to all Kindergarten families.
- Plan family trips during school recesses
- Open school library to families in after school hours
- Provide parent resources in enrichment programs and facilities via school website
- Provide information regarding on-site after School Programs such as: CAMBA, Arabic American Association, Huan Yu Education Center, UPROSE.

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 four languages as possible when time allows.
- Translation will be provided for all Parent Involvement activities.
- List of translators and interpreters is maintained and distributed to the staff.

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- The salary for parent coordinator, guidance counselors, and dean funded by Tax Levy, Title I, and Title IIA
- Payment for trips and parent involvement events by Title I and Title III
- Supplies and other expenses covered by grants from local elected officials, Tax Levy, and Title I.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Differentiated Instruction and Universal Design for Learning based on a variety of assessments and teacher observation</p> <p>Technology using I-pads and lap top computers and Smart Boards.</p> <p>Tier I and Tier II AIS using guided reading and web based support programs.</p> <p>Tier III AIS using LLI (Leveled Literacy Intervention) for Comprehension; Wilson and Foundations for Decoding Skills; and Lindamood Bell for assessing Tier III students in comprehension and literacy skills through pictures and listening and speaking skills.</p>	<p>All Academic Intervention Services are delivered in either small group settings or one-to-one</p> <p>These may be a pull out or a push in program or a combination of both.</p>	<p>Tier I = Classroom Teachers and/or Paraprofessionals during school day.</p> <p>Tier II = Morning AIS on Monday and Wednesday mornings from 8:00 to 8:50 am</p> <p>Also After School Intervention Services offered Monday through Thursday from 3:30 to 5:00 pm.</p> <p>Tier III = Two RTI teachers delivering instruction Monday through Friday during the school day.</p>
Mathematics	Differentiated Instruction	All Academic Intervention	Tier I = Classroom Teachers

	<p>and Universal Design for Learning based on a variety of assessments and teacher observation Technology using I-pads and lap top computers and Smart Boards. Tier I and Tier II AIS using math games and manipulatives.</p>	<p>Services are delivered in either small group settings or one-to-one These may be a pull out or a push in program or a combination of both.</p>	<p>and/or Paraprofessionals during school day. Tier II = Morning AIS on Monday and Wednesday mornings from 8:00 to 8:50 am Also After School Intervention Services offered Monday through Thursday from 3:30 to 5:00 pm.</p>
Science	<p>Differentiated Instruction and Universal Design for Learning based on a variety of assessments and teacher observation Technology using I-pads and lap top computers and Smart Boards. Specialized programs including Exploring Science via the Internet. Science content is delivered through literacy skills and Treasures non-fiction reading passages.</p>	<p>All Academic Intervention Services are delivered in either small group settings or one-to-one These may be a pull out or a push in program or a combination of both.</p>	<p>Tier I = Classroom Teachers and/or Paraprofessionals during school day. Tier II = Morning AIS on Monday and Wednesday mornings from 8:00 to 8:50 am Also After School Intervention Services offered Monday through Thursday from 3:30 to 5:00 pm.</p>
Social Studies	<p>Differentiated Instruction and Universal Design for Learning based on a variety of assessments and teacher observation Technology using I-pads and lap top computers and Smart Boards. Social Studies content is</p>	<p>All Academic Intervention Services are delivered in either small group settings or one-to-one These may be a pull out or a push in program or a combination of both.</p>	<p>Tier I = Classroom Teachers and/or Paraprofessionals during school day. Tier II = Morning AIS on Monday and Wednesday mornings from 8:00 to 8:50 am Also After School Intervention Services offered Monday through Thursday from 3:30 to</p>

	delivered through literacy skills and Treasures non-fiction reading passages		5:00 pm.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Counseling (34) At-risk Counseling (172) Middle School Articulation (146) Attendance Monitoring (938) Child Abuse Reporting (938) PBIS (Positive Behavior Interventions and Support) (938) Psychologist counseling At-Risk Counseling (2)	Pull-out small group counseling Pull-out one-to-one counseling Classroom push-in counseling Guidance Classroom Lessons Psychologist counseling: Pull-out one-to-one counseling	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The school's hiring is driven by the school goals, instructional needs, and regulatory compliance. We have been seeking to hire teachers with dual or triple licenses to provide programming flexibility. Teacher assignment is strictly governed by school goals and based on teacher performance and talent. All new teachers participated in a mentor program tailored to their needs. Teachers who are on probation are required to make professional development goals and action plans according to DoE's guidelines for teacher tenure. Professional development is our priority to ensure our teachers are highly effective teachers. Below is a summary of our professional development plan for 2012 -2013.

Citywide Expectations: Common Core Learning Standards, A Framework for Teaching and UDL

This year, all of the professional development we offer is about improving teachers' pedagogical practices around planning and implementing the Common Core Learning Standards (CCLS).

Observing and Reflecting on CCLS Lessons: Classroom Lab-Sites

Each instructional coach works with one or two teachers per grade. The instructional coach helps the teachers plan lessons two or three times per week and supports the implementation of the CCLS aligned lessons in the classroom at least twice per week. When the CCLS expanded units are being implemented, all teachers on the grade will be invited to observe and reflect on the rigor of the tasks and pedagogy of the lesson during grade meetings and faculty conferences.

Providing Individual Feedback through Formative Observations

This year, supervisors are conducting at least two formative observations per cycle (September through January and February through June) using a Framework for Teaching as the lens. These observations allow supervisors and teachers to discuss teaching practices that improve student learning outcomes.

Implementing the Instructional Shift of Text Dependent Questions: Junior Great Books

We are continuing our work with shared inquiry using Junior Great Books. At the beginning of the school year, we supported new teachers or teachers new to the grade with implementing Junior Great Books within the classroom. The staff developer visited again in October to transition shared inquiry from fiction to non-fiction text. She helped teachers select different types of non-fiction text for shared inquiry or text dependent questioning. The work continues as teachers select non-fiction text and plan questions for the expanded CCLS aligned unit to be implemented in December and March.

Supporting Teachers Implementing Universal Design for Learning (UDL): Beginner and Advanced Certification and Mentoring for Smart Boards

We have scheduled beginner or advanced smart board certification for all teachers. Teachers were grouped based on an individual survey they took that rated their proficiency using the smart board. In addition to the certification, some teachers will receive individual mentoring to continue to support their learning.

Explaining and Supporting the Expectations for New Teachers

This year, we are continuing our series of meetings that are geared for new teachers. Throughout the year, different guest speakers are invited to share information with new teachers. This year, the school dean discussed field trip procedures and book order protocols. The school secretaries spoke about personnel issues. Future meetings include highlighting exemplar bulletin boards as well as professional development requirements for state licensing requirements.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

**PARENT INVOLVEMENT POLICY
2012/2013 School Year**

Part I. General Expectations

PS 170 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 Local Educational Agency (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 school.
- 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 -

- Parents play an integral role in assisting their child’s learning.
- Parents are encouraged to be actively involved in their child’s education.
- 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 Parent Involvement Policy Components:

2. PS 170 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.
 - Encourage parents to attend P.T.A meetings.
 - Encourage parents to attend informative school workshops.
 - Encourage parents to attend school wide events.

3. PS 170 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 School Leadership Team.

4. PS 170 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:
 - Provide information and registration material for incoming Kindergarten.
 - Provide information and registration material regarding the Cool Culture program to all Kindergarten families.
 - Plan family trips during school recesses
 - Open school library to families in after school hours
 - Provide parent resources in enrichment programs and cultural/educational facilities via school website
 - Provide information regarding on-site after School Programs such as: CAMBA, Arabic American Association, Huan Yu Education Center, UPROSE.

5. PS 170 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 parent involvement policy and activities to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parent involvement policies.

6. PS 170 will build the schools' and parent's capacity for strong parent 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 -

- NYS Common Core Learning Standards
- Other State's student academic achievement standards,
- The State and local academic assessments,
- Response to Intervention Program and its communication protocol,
- The requirements of Part A,
- How to monitor their child's progress by utilizing ARIS, IXL, Raz-Kids A-Z, Student Report Cards, and other academic reports.
- How to work with their children and their teachers

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
- Learning Leaders school volunteer program
- Parents as Reading Partner "First Friday"
- Scheduled access to School Library
- Referrals to other adult education providers in the community
- Referrals to other parenting workshops in the community, and regional office
- Family Festival that introduce parents to services in the community

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, Parent Coordinator and PTA.

D. 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.
- All school correspondences are translated in three major languages spoken in the school community (Arabic, Chinese, and Spanish) .
- Translation will be provided for all Parent Involvement activities.
- List of translators and interpreters is maintained and distributed to the staff.

Part III. Discretionary School Parental Involvement Policy Components (Optional to be included in policy)

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities.
- Training parents to enhance the involvement of other parents, in order to maximize parental involvement and participation in their children's education.
- Arranging school meetings at a variety of times.

* * * * *

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 170 on September 19, 2012 and will be in effect for the period of one year. The school will post this policy to all parents of participating Title I, Part A children on the P.S. 170 website www.ps170.com on or before October 31st 2012.

**SCHOOL-PARENT COMPACT
2012/2013 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 P.T.A parent representatives 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 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 development, implementation, evaluation and revision of 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.
- Participate, as able, in parent workshops that will provide information that can help me be more effective in assisting my child in their education.
- Communicate positive values to students so that they will:

Be Respectful, Responsible, and Safe.

Student Responsibilities: (Optional)

We, as students, agree to:

- Come to school ready to learn and do our best
- Listen carefully in class and follow directions.

- Participate actively in all learning activities
- Follow all school and class rules.
- Respect our schoolmates, teachers, and other school staff
- Respect our parents and all other family members
- Respect others' and school's property
- Complete my homework to the best of my ability
- Read and write every day in after school hours and read with my parents.
- Sleep 8-10 hours each day.
- Give my parents all notices and information I receive at school each day.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Debra Van Nostrand	District 20	Borough Brooklyn	School Number 170
School Name Ralph A. Fabrizio			

B. Language Allocation Policy Team Composition [?](#)

Principal Zhen Wu	Assistant Principal Dianne V. Gounardes
Coach Melissa Barsamian	Coach Laura Mirto
ESL Teacher Se Wai Lynch	Guidance Counselor Vera Esfathiou
Teacher/Subject Area Maria Donohue	Parent Joanne Harrell
Teacher/Subject Area Maria Impagliazzo	Parent Coordinator Abigail Figueroa
Related Service Provider Jocelyn Fahey	Other Therese Mulkerrins-School Dean
Network Leader Debra Van Nostrand	Other Dana Parentini - A.P.

C. 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	10	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	876	Total Number of ELLs	321	ELLs as share of total student population (%)	36.64%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
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, Se Wai Lynch, 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 either 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 or tests the student herself. 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 ten 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 (EPIC). 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, 3) Enters the parent's program choice on our new admit's master list, 4) Enters the LAB-R administration date, student eligibility and parent's program choice into the ELPC screen in ATS.

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, Transitional 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 self-contained or push-in model classrooms. We will provide bilingual education if there are 15 or more students in two contiguous grades 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.

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. In 2010, 0 parents chose Transitional Bilingual Education (0%), 1 parent chose Dual Language (1%) and 46 parents chose ESL (99%) as their first choice. This year (1) parent chose Transitional Bilingual Education (1%), (3) chose Dual Language (3%) and (97) chose Freestanding ESL (96%). 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	1	2	1								7
Push-In	3	3	3	1	1	1								12
Total	4	4	4	2	3	2	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	321	Newcomers (ELLs receiving service 0-3 years)	291	Special Education	25
SIFE	10	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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	Total
TBE										0
Dual Language										0
ESL	291	10	15	30		10	0			321
Total	291	10	15	30	0	10	0	0	0	321

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	
	EL	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	8	11	7	10	5								56
Chinese	52	34	22	21	22	3								154
Russian	0	0	0	2	1	0								3
Bengali	0	0	0	0	0	0								0
Urdu	1	2	5	3	1	1								13
Arabic	26	11	13	14	12	7								83
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	2	1	0	0	0	0								3
Albanian	1	0	0	0	1	0								2
Other	1	1	2	3	0	0								7
TOTAL	98	57	53	50	47	16	0	321						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our ESL program includes self-contained and push-in models. This year we have opened self-contained classes on each grade, with an additional one on fourth grade. The students in these classes are taught intense language instruction throughout the day using ESL methodologies. Our second model is a push-in program (see below for a typical student's schedule). Push-in ESL teachers may work in small groups or co-teach with the general education teacher according to the the ELL group size and needs within the class. 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. The majority of our students are grouped heterogenously, except for two push-in classes which have a concentration of advanced level ESL students. There are 7 self-contained classes and 11 push-in classes, for a total of 18 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).

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 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. This year we are also implementing DEAR, Drop Everything and Read for 15-20 minutes a day to increase reading stamina and promote the love of reading. We have also introduced a supplemental CCLS aligned program called, Junior Great Books across all of the grades to increase gains in reading comprehension, critical thinking and writing. Through this program students are

A. Programming and Scheduling Information

provided the opportunity to make meaning from the text through drawings, role play, open-ended questioning and discussions. All ELLs are held to the same standards and rigor as our proficient and native English speakers.

Teachers recognize the need to provide the linguistic means for students to fully and clearly utilize their background knowledge. Teachers have a clear understanding of the cultural and economic backgrounds of the students and use this knowledge to build a strong community of learners. 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 students' 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 and on the Common Core Learning Standards. In addition, we are engaging in professional development every Thursday morning to explore the implications of and adapt our current literacy program to the CCLS. 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 (within a push-in setting) 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 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 self-contained or push-in ESL 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. Last year we 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. This year, the Reach program is being used in three of our self-contained classes where a majority of the newcomers have been placed.

Many of our third, fourth, and fifth grade ELLs have been receiving ESL services for four or more years. Currently, we have only one ELL that has received ESL services for six 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.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

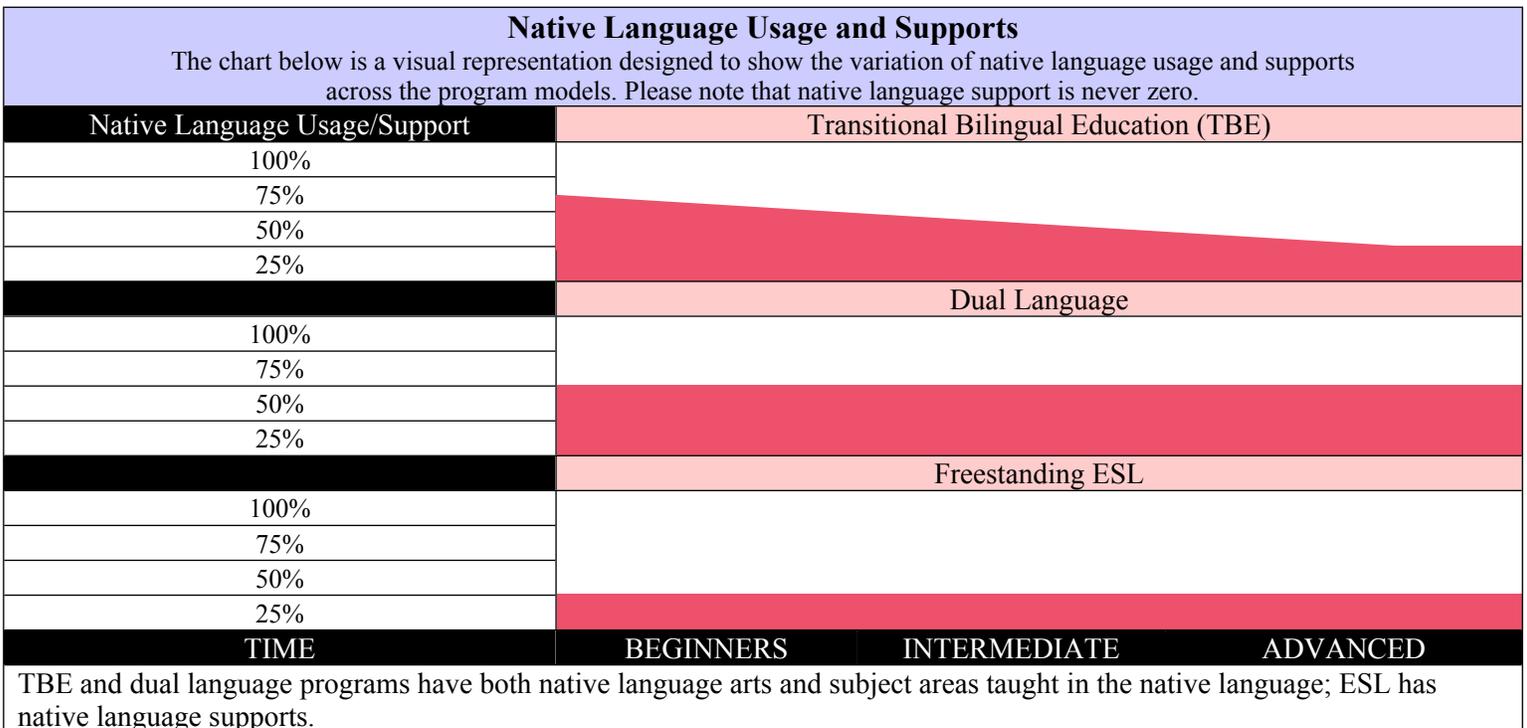
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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. We have also implemented two new intervention programs for grades 3-5. One focuses on helping students meet the standards in ELA and the other focuses on math. ESL students who have been receiving services for three or more years who have not met the standards are included in the program. 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 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. Last year we incorporated a push-in ESL Through the Theatre Arts program which we continue to have. The students work on plays as a genre and develop their own plays for a performance to help our ELL students with their listening, speaking, reading and writing skills.

Our English Language Learners are invited to our afterschool literacy and math programs, which focuses on improving students' reading, writing and math skills in grades 1-5. 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 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 recently proficient ELLs (2 years) have been placed in our 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 literacy intervention programs and our Theater program. This year we will include 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 text features that aid 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 self-contained classes we have incorporated native language support during the school day. We have scheduled our paraprofessionals, who speak Chinese, Arabic and Spanish, daily periods in these classrooms during content area instruction, making the instruction comprehensible to our students. Paraprofessionals also aid these students during AIS. Additionally, students in the upper grades (3-5) are encouraged to and taught how to use content area glossaries in their native language to aid them during classroom instruction and on state exams. Chinese and Arabic dictionaries are also available in many of the classrooms for general reference. Teachers are also encouraged to label parts of the classroom in different languages and provide newcomer students the opportunity to label and write in their native language during writing instruction.

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 2011-2012. 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 2011 and December 2011 – Aligning The Treasures program to the Common Core Learning Standards
- * November 2011-From Theory to Practice: English Language Learners and the Common Core Standards
- * December 2011-Academic Literacy for ELLs Aligned to CCSS: Reading and Writing Informational Text
- * January 2012-Implementing Successful Classroom Practices for the Academic Achievement of ELLs

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. 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 life-skills and character development. This program helps the teachers and students who are dealing with some challenging situations which may come up throughout the year. Our guidance counselor provides an at-risk guidance program, both pull-out and push-in, which also help students cope with these issues. In addition, she provides information, 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. She encourages parents and students to visit the schools during their Open Houses, to experience the environment of the school. 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 our neighborhood feeder schools to speak with the students and parents about their school and programs available. 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:

- Learning Leaders Training: Training parents to assist in the classroom
- Learning About the IEP Process
- How to Help Your Child Love Reading K-3
- Special Education Overview
- Literacy Night for Kindergarten through Grade 2
- Understanding the Middle School Application Process (Grade 5 students and parents)
- Multi-Cultural Fair - Parents view students' work, presentations and sample multi-cultural foods from around the world.
- 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.

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. This year we will introduce a program called We Are New York, where we will continue to teach conversational English to our parents.

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)	20	8	6	6	3	7								50
Intermediate(I)	27	17	23	15	1	10								93
Advanced (A)	10	25	21	27	12	11								106
Total	57	50	50	48	16	28	0	0	0	0	0	0	0	249

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	6	4	2	0	1	1							
	I	25	5	7	11	0	6							
	A	24	27	13	17	7	17							
	P	7	33	41	24	16	16							
READING/ WRITING	B	18	6	6	6	1	7							
	I	23	17	23	15	2	10							
	A	7	22	21	27	12	7							
	P	13	24	13	4	8	16							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	18	9	1	37
4	3	15	6	0	24
5	6	9	14	0	29
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	1	3	13	2	17	8	2	6	52
4	0	2	6	2	7	0	6	1	24
5	0	4	7	5	10	7	5	2	40
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									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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								

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

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 the Fountas and Pinnell Benchmark Assessment Systems in grades Kindergarten through grade five. This assessment is given to our students three times a year (October, February and May) to monitor their reading progress. 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 used to assess students' reading 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 an assessment creation tool called Triand, in both ELA and Math as our predictive assessments. The items on the predictive exams are aligned with NYS standards. 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 50 students who performed at the beginner level, a total of 92 students who performed at the intermediate level and a total of 104 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 kindergarten and grade 2. At our advanced level, our greatest cluster of students were in grades 1 and 2.

Upon disaggregating the 2011 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 2011 NYSESLAT results, there were 310 students tested in grades kindergarten through five. Upon reviewing the data, a total of 159 students scored at the intermediate and advanced levels in the modalities of listening and speaking. There were 14 students who scored at the beginner level and 137 students who were proficient in the modalities of listening and speaking. When analyzing the reading and writing modality, there were 45 students who scored at the beginner level and 187 students at the intermediate and advanced level and 78 students who scored at the proficient 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 18 ELL students performing at level 1, 42 ELL students performing at level 2, and 29 ELL students performing at level 3. We had 1 ELL student performing at level 4. This year, the ESL coordinator and the data specialist will work together on a collaborative inquiry project to investigate the reasons for the disparity

in test results for ELLs in grade 3-5 who have scored at the advanced level on the NYSESLAT, but have only achieved a level 2 or below on the NYS ELA Exam. 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.

Paste additional information here

Part VI: LAP Assurances

School Name: Ralph A. Fabrizio

School DBN: 20K170

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zhen Tony Wu	Principal		1/1/01
Dianne Gounardes	Assistant Principal		1/1/01
Abigail Figueroa	Parent Coordinator		1/1/01
Sewai Lynch	ESL Teacher		1/1/01
Joanne Harrell	Parent		1/1/01
Maria Donohue	Teacher/Subject Area		1/1/01
Maria Impagliazzo	Teacher/Subject Area		1/1/01
Laura Mirto	Coach		1/1/01
Melissa Barsamian	Coach		1/1/01
Vera Esfathiou	Guidance Counselor		1/1/01
Debra Van Nostrand	Network Leader		1/1/01
Dana Parentini	Other <u>AP</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20k170 **School Name:** Ralph A. Fabrizio

Cluster: 6 **Network:** 609

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Ralph A. Fabrizio School	DBN: 20K170
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:	
Total # of ELLs to be served: <u>126</u>	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: <u>6</u>	
# of certified ESL/Bilingual teachers: <u>5</u>	
# of content area teachers: <u>1</u>	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S.170 has a wealth of programs for English language learners that require additional support beyond the mandated services. All afterschool programs started on November 7th, 2012 and will end in March 2013. This year we are offering four afterschool intervention programs and two enrichment programs that are designed to meet the needs of English Language Learners (ELLs) in grades 2-5. The overarching goal of these supplemental programs is to provide quality instruction that will facilitate the acquisition of academic language and bolster student success in the content areas of mathematics and literacy. Students will develop high levels of proficiency in English and meet New York State learning standards and perform at or above grade level in these academic areas.

5 ESL instructors will work in the afterschool programs, providing either enrichment or intervention in grades 2-5. This year, the program will take place from Monday to Thursday and starts at 3:25pm and ends at 5:00pm, providing teachers with 15 minutes before the start of the program to plan meaningful lessons.

We are using intervention programs, such as Common Core Clinics, that are appropriate and effective for the type and duration of the program that we are designing. The intervention program is targeted towards ESL students that are not meeting grade level proficiency in mathematics and literacy. There will be two classes on each grade consisting of 5 students per class. The rationale behind selecting only 5 students per class is to provide a more customized program in which teachers can plan thoughtful lessons according to student need and progress can be monitored more frequently. Teachers will use their knowledge of the New York State Common Core Learning Standards, differentiated instruction strategies and New York State assessments to provide data-driven instruction. To challenge and enrich our high performing ESL students, we will offer programs in both mathematics and literacy.

A fifth grade ESL teacher will instruct fifth grade ESL students enrolled in the mathematics enrichment program using materials from NYS Math League and work on problems that follow a logical skills progression. Native language support including the use of glossaries, will also be provided. One fifth grade ESL teacher will provide the instruction for the duration of the program.

In addition to the afterschool programs, 3 ESL classes have been selected to work with a teaching artist to learn cultural dances during the school day. This is at the cost of \$21,000. One 1st grade class (31 ELLs), one 4th grade class (29 ELLs) and one 5th grade class (27 ELLs) will participate in the program. The program started the week of 12/4/12 and meets approximately 90 minutes per week. The 1st grade ESL class is working with a Dominican dance teacher on 12/7, 12/14, 12/21, 1/4, 1/11, 1/18, 1/25, 2/1, 2/4 and 2/7. The 4th and 5th grade ESL classes are working with an Arabic dance teacher on 12/4, 12/7, 12/11, 12/14, 12/18, 12/21, 1/4, 1/8, 1/15, 1/22, 1/25, 1/29, 2/1, 2/5 and 2/6. During the sessions, students learn dance vocabulary and background information of the dance's country of origin. The

Part B: Direct Instruction Supplemental Program Information

program will culminate in a dance performance during the school's annual cultural festival on February 7th, 2013.

During the school day, we also have a supplemental program called ESL through the Theater Arts in which students work on plays as a genre and develop their own scripts. This supplemental program started on September 6th, 2012 and will run for the duration of the schoolyear. In one kindergarten class with 19 ESL students, the program is co-taught by the classroom teacher who is a licensed ESL teacher and a common branch licensed general education theater arts cluster teacher that is specially trained to work with ESL students. The program is purely supplemental and does not take the place of mandated instruction.

The development of academic language and native-like fluency is at the core of the program. Students learn theater terminology and are given a chance to enhance their oral language skills through theater games and performance. The program culminates in a performance for the school, parents and staff.

Part C: Professional Development

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

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

Begin description here: Our mission to provide multiple entry points for our ESL population to access the core curriculum will be furthered with the use of technology in the classroom. To meet the goals of this mission, we have contracted a ten day training program from TEQ to enhance our teachers' skills in utilizing SmartBoards in a more creative and innovative way. TEQ is the nation's largest provider of interactive classroom technology and support services. In September, our teaching staff was surveyed by TEQ to gauge their skill level in using SmartNotebook technologies. This information will be used by TEQ to provide customized training sessions. Training topics include: an in-depth understanding of the collaborative features of the SMART Board interactive whiteboard to implement these tools within their classroom to support Common Core Standards and basic operating skills and usability for beginner level students. Teachers identified as beginner level will be split into two groups, Group A and B. 4 ESL teachers in Group B (beginner level) will participate in trainings on 2/4/13, 2/15/13, 2/25/13, 3/4/13, 3/11/13, 3/18/13 and 4/8/13 for 2-3 periods per session. Teachers identified as advanced level will be split into three groups. 2 ESL teachers in Group A (advanced level) will participate in trainings on 12/3/12, 12/20/12, 1/3/13 and 1/18/13 for 2-3 periods per session. 3 ESL teachers in Group B (advanced level) will participate in trainings on 1/11/13, 1/22/13, 1/28/13, 2/8/13 and 2/26/13 for 2-3 periods per session. 1 ESL teacher in Group C (advanced level) will participate in trainings on 3/7/13, 3/22/13, 3/14/13 and 4/11/13 for 2-3 periods per session.

In addition to the TEQ trainings, starting in February, the ESL coach, Sewai Lynch will provide trainings in ESL and UDL methodologies for both ESL and non-ESL teachers 1-2 periods during the week. The trainings will be differentiated and based on teacher needs. Topics may include: incorporating ESL modifications, using ELL data to plan instruction, working with newcomer ELLs and how to evaluate ELL

Part C: Professional Development

writing. Date and times to be determined.

Part D: Parental Engagement Activities

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

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

Begin description here: In 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. The parent coordinator makes an effort to provide copies of bilingual storybooks to be read by the parents of ELLs. 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. The materials for every workshop is translated into the three major languages represented in the school (Spanish, Arabic and Chinese). Translators for each of the three major languages is provided as well:

-Kindergarten Cool Cultures Workshop on September 7th, 2012 from 9:00-10:30am- Workshop explaining how to use the Cool Culture Pass which is a family pass providing free general admission to over 80 cultural institutions. Parents of ELLs are encouraged to bring their children to museums and other cultural institutions to build their background knowledge.

-PBIS (Positive Behavioral Interventions & Supports) Workshop on October 5th, 2012 from 9:00-9:30am- Workshop for parents of ELLs explaining how to engage their children in the school's positive behavior system. A discussion of cultural norms for new immigrants adjusting to life in the United States will also be addressed.

-Middle School Application Process on December 7th, 2012 from 9:00-11:00am - Parents of ELLs will be provided an overview of the middle school application process. In addition, frequently asked questions of ELL parents regarding ESL services and enrichment and parent programs in middle school will also be answered. Translated copies of the application as well as translators will be provided.

-Health Workshop on January 18th, 2013 - Parents of ELLs will learn about preventing asthma, the

Part D: Parental Engagement Activities

common cold and the flu.

-K-1 Workshop on Helping Your Child Read on February 7th, 2013 from 9:00-11:00am - This workshop will provide specific strategies for parents of ELLs to use at home to instill a love of reading. In addition, native language support at home will be encouraged.

-Cultural Festival on February 7th, 2013 from 7:00-9:00pm - Our annual cultural festival will continue this year to celebrate the diversity in our school. Students in 3 ESL classes will perform dances from around the world.

-First Friday on March 1st, 2013 - Parents of ELLs will be invited to a special Dr. Seuss celebration.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		