



*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME: ESTEBAN VICENTE ELEMENTARY SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X170

PRINCIPAL: NANCY RAMOS EMAIL: [NRAMOS5@SCHOOLS.NYC.GOV](mailto:NRAMOS5@SCHOOLS.NYC.GOV)

SUPERINTENDENT: DOLORES ESPOSITO

06-11-2013

**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
Nancy Ramos	*Principal or Designee	
Shannon Archambeau	*UFT Chapter Leader or Designee	
Gladys Reinat	*PA/PTA President or Designated Co-President	
Jacquelina Romero	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	
Lena Henriquez	Title I Parent Representative	
Dilenia Sosa	Parent Representative	
Leonora Martinez	Community Representative	
Sonia Acevedo Suarez	Member/ UFT Teacher	
Christina Peralta	Secretary/ UFT Representative	
Simone Gomez	Parent Representative	
Maritza Rodriguez	Parent Coordinator	

\*\* 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.

## **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**

*To refine and monitor Response to Intervention (RTI) services in Tiers 2 and 3 throughout the school day by June 2013.*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students' in relation to State academic content and student achievement standards.

Special Education Reform is a citywide initiative. The RTI professional development we have received has given us a clearer understanding of RTI, particularly Tier 1. This led us to reflect on our practices and refine our instructional program, focusing on Tier 1.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- Attend professional development provided by DOE and CEI/CFN
- Turnkey information to staff
- Identify RTI point person and service providers
- Calendar monthly RTI meetings
- Identify students in need of RTI Tier 2 and 3 services, set goals, create intervention plans, implement research based instruction and strategies, meet after a six week cycle, and make adjustments as necessary. Repeat this process
- Meet and analyze data in order to evaluate the effectiveness of strategies and make modifications to instruction (what and how it's taught) as necessary
- Use RTI Survey to monitor growth of committee
- Continue procedures and decision-making process for determining student's movement from tier to tier based on data
- Analyze data and revisit/revise our Tier 1 curriculum to identify and close gaps in instruction

#### Staff

Principal

Teachers

DOE

CEI/CFN

School Based Support Team

#### Scheduling

City-wide professional development days

Scheduled professional development days with CEI/CFN

Common planning sessions

RTI Team monthly meetings

DOE Institutes  
DOE Professional Development

#### Hours

Monday-Friday RTI Schedules 8:30-2:10

#### Measurable Outcome:

80% of students identified to receive RTI services will meet their RTI goals.

#### Evidence:

- Attendance and agendas of professional development and RTI team meetings
- List of RTI students
- Screening schedule
- Calendar of RTI meetings
- RTI Survey
- RTI Goal Template
- RTI Tracking Sheet (online)
- Revised Curriculum

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents of students who attend Tier 2 programs will be informed of their child's participation in the programs. There will be on going communication between service provider and parents.

Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students academic goals and the progress they are making in meeting those goals.

Hold-over meetings are held to inform parents of their child's progress. Parents are given individual intervention plans created by the classroom teacher, which states the steps the school is taking as well as strategies they can use to help their children meet the standards.

School Leadership Team (SLT) and Parent Association (PA) meeting are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings.

Parent Teacher Conferences are held twice a year. Parents meet individually with their child's teacher to discuss student achievement. At this meeting, parents are given resources they can use with children at home.

**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:

ARRA RTTT City wide Instructional Exp  
Contract for Excellence FY 09  
School Support Supplemental

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fountas and Pinnell representatives will provide professional development on benchmark assessment kit.

TL money was allocated to provide Sheltered Instructional Observational Protocol (SIOP) professional development to increase student interaction as per recommendations from our Quality Review and AUSSIE Consultants to plan CCLS literacy and math units.

## 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, all students will engage in four Common Core aligned units of study (two in literacy and two in math), aligned with strategically selected standards as demonstrated with authentic student work.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Teachers will work together to engage all students in rigorous tasks, embedded in well-crafted instructional units, that include multiple entry points to assure that all students meet state standards.

In literacy we discovered that we need to incorporate more complex text in order to get our students to become more strategic readers/ thinkers, extend their learning, form opinions and justify their answer with concrete evidence from the text. We are also increasing the amount of time spent working with non-fiction text. In math, we continue to plan CCLS units that include initial, formative and performance tasks. There is also an emphasis on making the connection between addition and subtraction, and solving problems with the unknown in various parts of the equation.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- Attend professional development with AUSSIE and CFN instructional personnel to revise one unit of study in literacy including science and or social studies and a second math unit
- Align unit plans with CCLS
- Schedule and calendar planning time for teachers to design units with AUSSIE consultant
- Incorporate depth of knowledge and text complexity in our units
- Schedule and calendar end of unit analysis of student work by grade using the Santa Cruz protocol
- Schedule and calendar time to look at student benchmark assessment by grade and in literacy and math
- Schedule time to reflect on units and make revisions as necessary
- Teachers will make instructional adjustments based on student work
- Incorporate content and language objectives in our daily lessons plans.
- Revise our curriculum to incorporate student interactions during the mini-lesson

Staff

Principal

Teachers

CEI/CFN

AUSSIE and SIOP consultants

Scheduling

City-wide professional development days  
Scheduled professional development days with CEI/CFN  
In-house planning sessions with AUSSIE

**Measurable Outcome:**

Completion of a total of two literacy units including one science and or social studies aligned to the CCLS by June 2013

Completion of a total of two math units aligned to the CCLS by June 2013

**Evidence:**

- Minutes of planning sessions with AUSSIE
- Attendance- planning sessions and analyzing student work
- Completed units
- Curriculum maps
- Lesson plans
- Student work
- Analysis of student work (charts)

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

A Town Hall meeting was held to inform the parents of the CCLS. At this meeting parents were given an overview of the standards. They were informed of the steps our school is taking to make sure students meet the standards and given hand-outs of what they can do at home to help their children succeed.

Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students academic goals and progress they are making in meeting those goals.

Kindergarten orientation is held in May. School policies, expectations, and parental responsibilities are discussed to ensure students meet the standards.

Hold-over meetings are held to inform parents of their child's progress. Parents are given individual intervention plans created by the classroom teacher, which states what the school is doing as well as strategies they can use to help their children meet the standards.

Meet the Teacher Week is scheduled to allow parents to meet their child's teacher. At this meeting the teacher informs parents of their expectations for the students.

School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings.

Parent participation in the Language Allocation Policy. (LAP).

Parent Teacher Conferences are held twice a year. Parents meet individually with their child's teacher to discuss student achievement. At this conference, parents receive resources they can use to help their children at home.

We share our building with a day care center. In order to make the transition from daycare to elementary school we give the daycare students a tour of our school. Students visit our school, sit in a Kindergarten class and listen to a story read by one of our teachers. This provides daycare students with an experience which may help them feel more comfortable when they enter formal education.

**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:

ARRA RTTT City wide Instructional Exp  
Contract for Excellence FY 09  
School Support Supplemental

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

TL funds are allocated to hire an AUSSIE and SIOP consultants.

### 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**

*The achievement of students with special needs will greatly improve through the implementation of professional development by June 2013 as measured by running records, writing and math benchmark assessments.*

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Last year's data indicates that students with special needs showed improvement in meeting their IEP goals. However, first and second grade did not meet our school goal.

Through professional development, student achievement will increase as a result of incorporating content and language objects as well as student interaction during the mini-lesson.

#### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- Analyze and revise curriculum and instruction in Tier I
- Use RTI personnel to address the needs of students in Tiers 2 and 3
- AIS teachers will work with students to provide more individualized support in the areas of literacy and math based on their IEP goals
- Monitor and track students with special needs more frequently using: Individual Education Plans (IEP) goals, math benchmarks, reading benchmarks, rubrics for writing and projects
- Review IEP goals of new admits to assure goals are CCLS based and include strategies
- Maintain and conduct annual reviews and triennials in a timely manner
- Continue professional development provided by CEI/CFN 534 on Response to Intervention, SIOP and SESIS

Staff

Principal

Teachers

AUSSIE and SIOP consultants

CEI/CFN

School Based Support Team

Scheduling

City-wide professional development days  
Scheduled professional development days with SIOP consultant  
Common planning sessions  
RTI Team monthly meetings

#### Hours

Monday through Friday 8:30-2:50  
Extended Day: Tuesday, Wednesday, and Thursday 2:50-3:40  
RTI and AIS Schedules Monday- Friday 8:30-2:50

#### Measurable Outcome:

80% of students with special needs will meet their IEP goals by June 2013.  
60% of students with special needs will meet benchmark in the area of reading, writing, and math

#### Evidence:

- Professional development attendance and agendas
- Tracking sheets in literacy and math
- Teacher observation- implementation of professional development
- SESIS progress monitoring

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents of students who attend Tier 2 programs will be informed of their child's participation in the programs. There will be on going communication between service provider and parents.

A Town Hall meeting was held to inform the parents of the CCSS. At this meeting parents were given an overview of the standards. They were informed of the steps school is taking to make sure students meet the standards, and given hand-outs of what they can do at home to help their children succeed.

Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students academic goals and the progress they are making in meeting those goals.

Hold-over meetings are held to inform parents of their child's progress. Parents are given individual intervention plans created by the classroom teacher which states what the school is doing as well as strategies they can use to help their children meet the standards.

Meet the Teacher Week is scheduled to allow parents to meet the child's teacher. At this meeting the teacher informs parents of their expectations for the students.

School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings.

Parent Participation in the Language Allocation Policy.

Parents will meet with the School Based Support Team for annuals and re-evaluations.

Parents will be invited to meet with support personnel during parent teacher conferences.

Parent workshops will be scheduled to give parents an overview of child development in the area of speech. Parents will be given strategies they can use at home to help students in this area.

We have an open door policy where parents can call the school and schedule a meeting whenever they have any questions or concerns.

### **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:

ARRA RTTT Citywide Instructional Exp  
Contract for Excellence FY 09  
School Support Supplemental

### **Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

TL monies are used to fund RTI and AIS teachers.

TL monies are used to fund AUSSIE and SIOP consultants.

## 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**

*Through planning and revisions of benchmark writing rubrics, 90% of the quality of student writing will improve by June 2013 as measured by our teacher made rubrics.*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After analyzing student benchmark writing pieces, we discovered that we needed to revise our writing rubrics and make them more detailed and rigorous.

Pieces that had craft and details were receiving the same score as pieces that had simple sentences and lacked details.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- *During summer planning Kindergarten and first grade teachers will revise benchmark writing rubrics with a focus on "craft"*
- *Teacher will revise end of unit checklist with a focus on "craft"*
- *Schedule and calendar end of unit common planning sessions to analyze unit writing pieces*
- *Make adjustments to curriculum using CCLS and students next steps as necessary*
- *Schedule professional development with AUSSIE consultant to align writing units with the CCLS*
- *Schedule intervisitation when necessary or requested*
- *Progress will be monitored and students not making progress will receive AIS services*

Staff

Principal

Teachers

AUSSIE consultant

CEI/CFN

School Based Support Team

Scheduling

City-wide professional development days

Scheduled professional development days with CEI/CFN

Common planning sessions

Hours

Monday through Friday 8:30-2:50

RTI Team monthly meetings Extended Day: Tuesday, Wednesday, and Thursday 2:50-3:40

RTI Schedules Monday- Friday 8:30-2:50

Measurable Outcomes:

80% of Kindergarten and first grade students will score a minimum of 3 on the revised benchmark writing rubric.

Evidence:

- *Writing units*
- *Attendance and agendas of professional development*
- *Attendance and agendas of analysis of student work*
- *Teacher observation*
- *Writing Portfolio*
- *Benchmark rubrics*
- *Unit checklist*
- *Tracking sheets*
- *Lesson plans*
- *Students work*

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

A Town Hall meeting was held to inform the parents of the CCSS. At this meeting parents were given an overview of the standards. They were informed of the steps school is taking to make sure students meet the standards, and given hands-out of what they can do at home to help their children succeed.

Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students academic goals and the progress they are making in meeting those goals.

Hold-over meetings are held to inform parents of their child's progress. Parents are given individual intervention plans created by the classroom teacher which states what the school is doing as well as strategies they can use to help their children meet the standards.

Meet the Teacher Week is scheduled to allow parents to meet the child's teacher. At this meeting the teacher informs parents of their expectations for the students.

School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings.

Parent Participation in the Language Allocation Policy.

Parents will meet with the School Based Support Team for annuals and re-evaluations.

Parents will be invited to meet with support personnel during parent teacher conferences.

Parent workshops will be scheduled to give parents an overview of child development in the area of speech. Parents will be given strategies they can use at home to help students in this area.

We have an open door policy where parents can call the school and schedule a meeting whenever they have any questions or concerns.

**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:

ARRA RTTT Citywide Instructional Exp  
Contract for Excellence FY 09  
School Support Supplemental

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

TL monies are used to fund AIS positions.

TL monies are used to fund literacy AUSSIE consultants.

## 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**

*Through the implementation of professional development students engagement will increase during the mini lesson component of the workshop model by June 2013.*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Feedback from our 2011-2012 Quality Review revealed the need for more student interaction during the mini-lesson portion of a lesson to engage all learners.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- *Teachers will attend Sheltered Instruction Observational Protocol (SIOP) professional development with a focus on interaction strategies during the mini lesson*
- *Teachers will begin to incorporate interaction strategies in their units of study with the aid of a SOIP consultant*
- *Lab sites will be identified and intervisitations will be scheduled*
- *Teachers will select one component of SIOP and create a professional goal including an action plan using the Santa Cruz model*
- *Principal will use the SIOP checklist during observations with a focus on student interaction*
- *Teachers will attend scheduled literacy planning sessions with an AUSSIE consultant*

#### Staff

Principal

Teachers

AUSSIE and SIOP consultants

CEI/CFN

#### Scheduling

City-wide professional development days

Scheduled professional development days with SIOP Consultant

Common planning sessions

#### Hours

Monday through Friday 8:30-2:50

Extended Day: Tuesday, Wednesday, and Thursday 2:50-3:40

Measurable Outcome:

*There will be an increase of student interaction during the mini lesson portion of the workshop model as evidenced through teacher observation.*

Evidence:

- *Literacy units*
- *Lesson plans*
- *Teacher observations*
- *Teacher goals*
- *Attendance and agendas of professional development*
- *Lab site scheduled intervisitations*

### **Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

A Town Hall meeting was held to inform the parents of the CCSS. At this meeting parents were given an overview of the standards. They were informed of the steps school is taking to make sure students meet the standards, and given hand-outs of what they can do at home to help their children succeed.

Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students academic goals and the progress they are making in meeting those goals.

Hold-over meetings are held to inform parents of their child's progress. Parents are given individual intervention plans created by the classroom teacher which states what the school is doing as well as strategies they can use to help their children meet the standards.

Meet the Teacher Week is scheduled to allow parents to meet the child's teacher. At this meeting the teacher informs parents of their expectations for the students.

School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings.

Parent Participation in the Language Allocation Policy.

Parents will be invited to meet with support personnel during parent teacher conferences.

Parent workshops will be scheduled to give parents an overview of child development in the area of speech. Parents will be given strategies they can use at home to help students in this area.

We have an open door policy where parents can call the school and schedule a meeting whenever they have any questions or concerns.

**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:

ARRA RTTT Citywide Instructional Exp  
Contract for Excellence FY 09  
School Support Supplemental

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

TL funds were used to fund SIOP consultant.

**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	AIS teachers are scheduled to push into classroom. They provide small group and individual instruction to students who are at risk reinforcing skills that their teacher is working on.	Small group and individual instruction	During the school day, Monday=Friday as per AIS teacher schedule.
	Reading Program- Our reading teacher pulls out small groups of students based on their specific needs. There is a focus on reading using word work for 45 minutes a day.	Small group instruction	During the school day, Monday=Friday as per Reading teacher schedule.
	Extended Time- Teachers work with small groups. Students have been grouped according to individual needs as per results of our assessments. Areas targeted are phonics, writing, reading, vocabulary, phonemic awareness English as a Second Language (ESL) and native language.	Small group instruction	Tuesday, Wednesday, and Thursday, 2:50- 3:40pm



	<p>work with small groups. Students have been grouped according to individual needs as per results of our assessments in math.</p> <p>After School- First and second grade students participate in extra curricular activities that reinforce math skills in real world situations. Our academic program reinforces math skills that their classroom teachers are addressing during the school day.</p>	Small groups of children.	Tuesday through Thursday from 3:45-5:15
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Psychologist - performs evaluations for referral and reevaluations.</p> <p>Social worker- meets with students individually and in small groups to support students based on emotional and social needs.</p> <p>Physical therapist- work with students based on IEP mandates.</p> <p>Occupational Therapist- works with students based on IEP mandates.</p> <p>Counselor works with</p>	<p>Individual students</p> <p>Small groups or individual students as per IEP mandates</p> <p>Small groups or individual students as per IEP mandates</p> <p>Small groups or individual students as per IEP mandates</p> <p>Small groups or individual</p>	<p>Wednesday- Thursday, 8:00-3:15</p> <p>Wednesday- Thursday, 8:00-3:15</p> <p>Twice a week</p> <p>Monday-Tuesday 8:00-3:15</p> <p>Once a week</p>

	<p>students based on IEP mandates.</p> <p>Speech Teacher- works with students based on IEP mandates.</p>	<p>students as per IEP mandates</p> <p>Small groups or individual students as per IEP mandates</p>	<p>Monday-Friday, 8:30-3:50</p>
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## **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.

### **Strategies to recruit highly qualified teachers:**

In order to attract highly qualified teachers the principal attends job fairs at colleges, recruitment agencies, and schedule meeting with teachers recommended by colleagues. Teacher qualification begins with an interview process where the team (Principal and School Leadership Team) shares the philosophy and educational goals with the candidate. Questions are asked to evaluate teacher competency. If a consensus is reached, the teacher is asked to plan and present a lesson. The observation must result in a satisfactory rating. The Principal makes the final decision.

### **Strategies for teacher retention:**

We have a high staff retention rate. We believe this is so because of all of the systems we have place to support their professional growth. These include:

- Teachers are scheduled for intervisitation to see best practice in action.
- Teachers will visit other classrooms and schools to observe best practices.
- Buddy teachers will be assigned to serve as exemplary models.
- Teachers will have the opportunity to attend seminars of their choice presented by authors and consultants
- Articulation between principal and staff developers will occur to meet teacher needs.
- Early Success teacher will share effective intervention strategies with classroom teachers and paraprofessionals.
- Activities for Professional Development Days will be planned to meet teacher needs.
- Weekly common planning will provide the opportunity to plan and discuss strategies for instruction.
- The AUSSIE will articulate, model, and conduct professional development workshops with principal, staff developers, and teachers.
- The library teacher will provide professional development to orient teachers in the use of the library.
- Buddy teachers are assigned to serve as exemplary models.
- Teachers have the opportunity to attend seminars of their choice offered by DOE and consultants
- Articulation between principal, coaches, and AUSSIE consultants to plan professional development that will meet the needs of teachers.
- Experienced teachers are assigned as mentor for new teachers to build teacher professional knowledge
- Professional development days are scheduled throughout the school year to plan literacy and math units.
- Weekly common planning provide opportunities to plan and discuss strategies for instruction.

### **Instruction by highly qualified staff**

- Teachers with three or more years teaching experience will work with holdovers
- Teachers are familiar with fundamental aspects of reading and literacy
- Teachers maintain a professional support network and possess professional will
- Teachers participate in long-term professional development concentrating on the Common Core Learning Standards
- Teachers are supplied with materials to support the learning process
- Teachers have the ability to relate and keep an open line of communication between school and home
- Teachers will immerse ELL students in the English language through intensive small group and individual instruction using ESL and
  - SIOp strategies
- Teachers will have background knowledge in technology to improve reading and writing skills

### **High Quality Professional Development**

- Professional development will be provided to teachers in order to deepen their understanding of the CCLS and the shifts that need to occur. They will work together with AUSSIE, coaches, and CEI/CFN personnel to develop additional standard based units of study in literacy, math, and science and/or social studies by June 2013.
- Teachers will receive support with the analysis of data and goal setting.
- Professional Development will be provided to teachers in order to deepen their knowledge of the CCLS, the SIOp model (interaction component), and SESIS (the development of SMART Goals and Present Level of Performance (PLOP) and educational benefit)
- Professional Development will be provided on how to build academic language of our students through the use of the SIOp model, content and language objective.
- Based on focus of our professional development which is SIOp our teachers will create an action plan in one area of the observational protocol. Administration will seek appropriate personnel to provide professional development in the corresponding areas.
- In order to build capacity, teachers have been assigned roles based on strengths and interest These teachers attend professional development provided by DOE to deepen their professional knowledge in their assigned capacity. Teacher turnkey information to staff
- during common planning sessions and unit planning.
- Based on teacher strengths, lab sites have been identified. Intervisitations have been scheduled to observe best practices. Time is allotted for debriefing.
- Curriculum development is a collaborative process. Teachers, coaches, principal and consultants work together to ensure that our curriculum is engaging and CCLS based. All teachers have a voice: sharing ideas and best practices to meet eh needs of all learners.



**(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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**

**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Read and sign Bi-Weekly profile Sheets
- volunteer in my child's school or assist from my home as time permits;

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

### **III. Student Responsibilities:**

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

**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 <b>Ben Waxman</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>170</b>
School Name <b>The Esteban Vicente School</b>			

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

Principal <b>Nancy Ramos</b>	Assistant Principal <b>N/A</b>
Coach <b>Lisa Velazquez</b>	Coach <b>Sonia Acevedo Suarez</b>
ESL Teacher <b>Lisette Silva</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Emelia Martinez-2<sup>nd</sup> ICT Biling</b>	Parent <b>Francisco Caraballo</b>
Teacher/Subject Area <b>Penelope Perdomo- K ICT</b>	Parent Coordinator <b>Maritza Zapata</b>
Related Service Provider <b>Sandra Corro-Moy</b>	Other <b>Cluster Leader:Debra Maldonado</b>
Network Leader <b>Ben Waxman</b>	Other <b>N/A</b>

### 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	<b>0</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>260</b>	Total Number of ELLs	<b>79</b>	ELLs as share of total student population (%)	<b>30.38%</b>
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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. 

1. During the In-Take process parents are asked to complete the Home Language Survey (HLS). An interview is also conducted by the literacy coach/bilingual coordinator who is a certified teacher and has received training. Based on the home language survey any student whose HLS has two or more boxes checked (questions #1-5) and 2 or more (questions #6-8) that indicate a second language is spoken at home is administered the LAB-R. The exam is administered by the literacy coach/bi-lingual coordinator. Based on these results and the parents selection on The Program Selection Form, the child is either entitled and placed into a bilingual class or receives English As a Second Language services ESL( Cut off score).

Each Spring, the NYSESLAT is administered to all entitled students. These students are identified using the ATS (RLER) report. Ms. Velazquez, the ELL Coordinator and Testing Coordinator administers the speaking portion of the NYSESLAT exam to all entitled students. Ms. Velazquez also administers the reading, listening and writing portion of NYSESLAT to all ESL students. Ms. Perdomo administers the reading, listening, and writing portion of NYSESLAT to Bilingual Kindergarten students, Ms. Castillo administers the reading, listening, and writing portion of NYSESLAT to Bilingual first grade students, and Ms. Silva administers the reading, listening, and writing portion of NYSESLAT to Bilingual second grade students.

2. Based on the results of the exam, parents are invited to attend a Parent Orientation meeting for ELLs. In September, parents are shown the video description of the three program choices. The Literacy Coach/Bi-lingual Coordinator and Parent Coordinator work together at this orientation to ensure parents understand the three program choices. Parents are informed of the programs available in our school. Parents then select the ELL program they want their child to attend. A list of schools that house the programs not provided in our school is also available for parents. ELL Orientation is conducted by the Literacy Coach/Bi-Lingual Coordinator and Parent Coordinator as needed throughout the year for new entitled registrants.

3. In September within the first 10 days of school, parent selection forms, entitlement letters, non entitlement letters and continuation of service letters are sent home. Parent selection forms are also provided at the parent orientation for those who have not returned forms or would like help completing the form. Copies of all forms are kept in the ELL binder by the Literacy Coach/Bi-lingual coordinator and in labeled folders in the main office. A copy of all forms are also placed in the students cumulative record folder. The trend in parent choice letters is the transitional bilingual program. This program is offered in our school.

As the Literacy Coach/Bi-lingual coordinator receives returned Program Selection Forms, she checks off on a school made organizational matrix, that the form has been returned. A copy of the matrix is given to the Parent Coordinator. The Parent Coordinator then calls home and alerts the parent at dismissal. If the form has still not been returned by the November Parent Teacher Conference, the Parent Coordinator, classroom teacher and Literacy Coach/Bi-lingual coordinator collaborate to retrieve the Program Selection Form at this conference. The classroom teacher and Parent Coordinator are given a list of student names. As the parents of these students arrive for the conference, the Literacy Coach/Bi-lingual Coordinator is alerted and attends the PTC with a new Program Selection Form to ensure the form is completed at that time.

4. During the In-Take process parents are asked to complete the Home Language Survey (HLS). An interview is also conducted by the literacy coach/bilingual coordinator who is a certified teacher and has received training. Recommended sample questions received at the CFN #534 ELL Monthly Meetings during the 2009-2010 are used during the interview process. Responses are also kept in the ELL Binder by the Literacy Coach/Bi-lingual Coordinator. The interview is conducted in the native language of the parents when possible. Based on the home language survey any student whose HLS has two or more boxes checked that indicate a second language is spoken at home is administered the LAB-R. If the student does not achieve a passing score, (Kindergarten=26, First grade=33, Second Grade=52), the Spanish LAB is then administered. This exam (Spanish LAB) is administered in the same sitting. The exams are administered by the literacy coach/bi-lingual coordinator/SpEd liaison. Ms. Velazquez, who speaks English and Spanish, is certified in both General Education and Special Education Grades 1-6.

Based on these results and the Program Selection Form, the child is either entitled and placed into a bilingual class or receives English As a Second Language services ESL( Cut off score). Based on the results of the exams parents are invited to attend a Parent Orientation meeting for ELLs. In September, parents are shown the video description of the three program choices. Parents are informed of the programs available in our school. Parents then select the ELL program they want their child to attend. A list of schools that house the programs not provided in our school is available for parents. In September, parent selection forms, entitlement letters and continuation of service letters are sent home. Parent selection forms are also provided at the parent orientation for those who have not returned forms.

5. The trend in parent choice letters is the transitional bilingual program. Out of twenty five new kindergarten, first, and second grade students who are entitled to ELL services, twenty one (21) parents selected transitional bilingual education as their first choice. This program is offered at all grade levels (K-2) in our school. Four (4) parents chose ESL as their first choice. Zero (0) parents chose Dual Language as their first choice.

6. The trend in parent choice is Transitional Bilingual Education. This program is offered in our school on all grade levels. We have ICT TBE in kindergarten, first, and second grades.

## 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1											3
<b>Dual Language</b> (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1											3
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>6</b>									

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	80	Newcomers (ELLs receiving service 0-3 years)	78	Special Education	23
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	62	0	19	0						62
Dual Language	0	0	0	0						0
ESL	16	0	4	2						18
<b>Total</b>	<b>78</b>	<b>0</b>	<b>23</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>80</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	19	22											61
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
<b>TOTAL</b>	<b>20</b>	<b>19</b>	<b>22</b>	<b>0</b>	<b>61</b>									

**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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>    </u>
	Other: <u>    </u>

**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	5	7	5											17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

## 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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	0											1
<b>TOTAL</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>18</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1. We have a (TBE) bilingual kindergarten, first and second grade CTT class. We also have an ESL push in model for kindergarten, first, and second grade students who are in monolingual classes and are mandated to receive ESL services. These students are scheduled to receive ESL instruction from a bilingual teacher during her scheduled class ESL time.

Bilingual students receive the required amount of Native Language Arts and ESL time based on their English language proficiency. A minimum of 360 minutes of ESL activities on a weekly basis is provided to students who scored at the beginner and intermediate level of English Proficiency. This includes 180 minutes of ESL and 180 minutes of English language arts within the literacy program. Cluster teachers and art residences provide English to ELL students through social studies, science, dance, and art based on their proficiency level. Through dance, percussion, music, art, international month, and celebrations throughout the year ELLs heritage is studied and celebrated. This lends support by allowing students to share their language and customs.

2. Teachers create program cards in September with the Coaches and the Bilingual Coordinator's assistance. Program cards are reviewed to ensure students are receiving the mandated number of instructional minutes. The principal keeps a copy of all program cards in the

## A. Programming and Scheduling Information

main office.

These cards are used during a Principal's observation of a Bi-Lingual/ESL Teacher. All monolingual classroom teachers, bi-lingual classroom teachers, cluster/ESL teachers, para-professionals, coaches and Principal receive copies of NYSESLAT/LAB-R results and proficiency levels in September to plan for instruction and observation.

Students who are in the beginner level receive:

Reader's Workshop	45 (NL)
Writer's Workshop	40 (NL)
Word Work	25 (NL)
Independent Reading	20 (NL)
Morning Routines	30 (ESL)
Math Workshop	60 (NL)
Read Aloud	10 (NL)
Read Aloud	20 (ESL)
Science/Social Studies/ Dance/Music	45 (ESL)
English	45 (ESL)

Students who are in the intermediate level receive:

Reader's Workshop	45 (NL)
Writer's Workshop	40 (NL)
Word Work	25 (NL)
Independent Reading	20 (ESL)
Morning Routines	30 (ESL)
Math Workshop	60 (NL)
Read Aloud	30 (ESL)
Science/Social Studies	45 (ESL)
Dance/Music	
English	45 (ESL)

Students who are in the advanced level receive:

Reader's Workshop	45 (NL)
Reader's Workshop	40 (ELA)
Writer's Workshop	40 (ELA)
Word Work	25 (ELA)
Independent Reading	20 (NL)
Morning Routines	20 (ESL)
Math Workshop	60 (Eng.)

Read Aloud	30 (ELA)
Read Aloud	20 (ESL)
Science/Social Studies	40 (ELA)
Dance/Music	

\*ESL studnts push-in to the bi-lingual classroom based during ESL based on the students proficiency level. SEE ABOVE SCHEDULES

## A. Programming and Scheduling Information

and PL's.

3. The New York State literacy, math and science curriculum have been followed to ensure that our children are meeting the standards when they leave our school. Using the balanced literacy approach teachers implemented units of study in reading and writing. A two and a half hour literacy block has been established, which includes read aloud, shared, guided, independent reading, word work, and writer's workshop. All classes are heterogeneously grouped, students remain in their classrooms.

In mathematics, the bilingual students are working with Everyday Math in Spanish. This program is a hands-on reality based approach to math. This is done during the math workshop. All students kindergarten students assessed with quarterly checklists, first and second grade students are assessed with unit tests, teacher made tests, and teacher observation. An emphasis was placed on writing in the math content area. Time was allocated during the math workshop to give students rich math writing tasks which will develop math academic language as well as communication skills. Math unit tests are aligned with the standards in order to appropriately assess our students.

In science, bilingual students receive instruction based on state standards. Students participate in hands on learning experiences. This gives the students concrete experiences which aid in developing language in their native tongue as well as in the English language.

Writing is emphasized at PS 170. Through our writing units of study, lessons are planned to improve students' writing skills. Students assess their work through the use of checklists. Students self edit to increase accountability and develop a sense of ownership. Students are exposed to poetry, letter writing, research projects, and free writing during the writer's workshop, which includes interactive, guided, shared, and independent writing. Teachers conference with students to set goals which will improve their writing skills. Writing occurs in both the English and Spanish languages.

Centers are a focus of early childhood education. Their goal is to create independent learners, develop self reliance, and social skills. Our classes are organized into literacy centers; students work cooperatively or independently in their groups to complete tasks. Academic Intervention Service teachers and paraprofessionals are scheduled to assist in addressing the needs of the students. centers are created in both English and Spanish.

An abundance of Spanish books by Antanastios, Rigby, and Book Source were ordered in English and Spanish to provide teachers with the resources to increase student performance. The books are leveled to assist teachers in the selection of appropriate instructional material for guided reading. There is also a teacher reference section, where teachers can access information to deepen their professional knowledge.

Students are scheduled to visit our library. Students are exposed to the resources available. The library teacher also provides instruction to support the classroom teachers with the units of study in reading and writing. The language of instruction is English.

Academic language is developed by providing students with multi-sensory experiences. Students participate in hands on learning activities which allow students to make connections between the concrete and abstract. Students work on grade appropriate projects in all content areas. Through the use of picture walks, accountable talk, turn and talk, total physical responses, and group work, students are given the opportunity to use academic language in context. The "share" portion of the workshop model gives students the opportunity to reflect on learning and articulate what they learned.

Art, music, drama, and dance are used as vehicles to develop language and build self esteem. Students role play, put on performances, and create the scenery for shows.

Technology is an integral part of our instructional day and is incorporated in all content areas. Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding. Students also practice math concepts using the EDM games and various websites. This year monolingual, bilingual, and special education teachers who provide services to ELLs will continue to receive professional development from a technology AUSSIE. He will assist us in furthering our knowledge, technology goals, and challenging our students and teachers. Professional development will include: enhance our school website, created last year, researching grade appropriate website sites for student use, continue work with google docs to update assessments and curriculum, and assign students individual email addresses through PS170.org our school website to learn to communicate

## A. Programming and Scheduling Information

via the web.

During the summer teachers planned units of study with the literacy and math coaches which they will incorporate during the school year. These units contain teaching points that they will incorporate during the school year. This helps support the transition of ELLs from one school proficiency level to another. The school community shares expectations and benchmarks. This gives the school community a clear understanding of entry and exit levels as well as consistency in routines and instruction.

First and second grade ELLs participate in our School Enrichment Model. This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, graphic design, and technology. The language of instruction is English.

First and second grade ELLs participate in our percussion residence. Students learn how to read, write music, and play instruments. There is a culminating performance where parents are invited to come and view their child's performance. Kindergarten and first grade students will participate in a circus residency. This goes very well with our speaking and listening focus. Students learn about voice projection and articulation as well as acting and play writing. Kindergarten through second grade students receive a full year of music instruction. Students are exposed to tempo, pitch, dynamics and reading music. Students write and record a class song. A cd release party is held at the end of the year, where all students receive a copy. The language of instruction is Spanish in bi-lingual classes and English for ELL's in monolingual classes, receiving ESL.

Kindergarten ELLs take part in our Chinese New Year Celebration. Students learn about the Chinese culture and parade throughout the school showing their dragons. The language of Art instruction is English.

Our ELL students celebrate the 100th Day of School. Students take part in various activities which allows them to explore place value in mathematics. Our Kindergarten students paraded throughout the school sharing their work with their peers. The language of instruction in bi-lingual classes is Spanish. ESL students in monolingual classes receive Math in English.

We will hold our Fifth Annual Art Festival. Students work will be displayed and viewed by peers and parents. The language of instruction in Art is English.

Our International Celebration provides student the opportunity to learn about other ethnic groups. Students learn about costumes, foods, culture, dance, and languages. Classes make presentation to their peers and put on a performance for classmates and parents. The language of instruction is based upon student's proficiency level. It may be English or Spanish.

Our ELL students show off their scientific skills at our annual science fair. Students conduct experiments, make presentations, and answer questions about the procedure. The language of instruction is based upon student's proficiency level. It may be English or Spanish.

We continue the implementation of the Cook Shop Program in a second grade bilingual class and the first ESL grade after school program. This educates children about the nutritional value of food, making healthy choices, and actually making nutritious recipes. There will be a lot of discussion about the food and their attributes. The language of instruction is English.

4. An assessment calendar and benchmarks have been created on each grade level. English Language Learners are assessed in their Native Language using EL SOL and the Rigby Reading Benchmark Kit in Spanish. Writing baselines are given in Both Spanish and English. Baselines are analyzed in both languages. All data is collected and input into the P.S. 170 Online Data Tracking System created by Pat Wagner, our technology Aussie in collaboration with classroom teachers and coaches. This online tracking system monitors student's progress throughout the three years they attend P.S. 170. Math baselines are also given in the students native language of Spanish. Data is collected and also input into the same online tracking system that monitors and tracks students growth and progress throughout the three years they attend P.S. 170.

5. (a) We do not have any SIFE students.

(b) Since we are a Kindergarten to second grade school, all of our students are considered newcomers. Academic Intervention Service

## A. Programming and Scheduling Information

teachers are scheduled to work with our ELLs. Teachers differentiate lessons to meet the needs of students. Students work in small groups during centers and for guided reading. Students may be grouped according to proficiency level, reading level, skill needs, interest, or learning style.

Bilingual teachers attend planning sessions where the curriculum is discussed and modified to meet ELL student needs. Bilingual teachers participate in lab site visits and inter visitations as well as demo lessons from coaches and their colleagues. Bilingual, monolingual, and special education teachers who provide services to ELLs have also received professional development on differentiated instruction and learning styles. Teachers will continue to receive professional development in this area from CEI Support Staff. Teachers provide students with choice by allowing students to select a unit project based in their learning style. We are also exploring activities with various entry points, so all students have access to the learning, and choice as to how they want to present their learning. The Principal looks for the implementation of professional development as evidenced in teacher observations and lesson plans.

English Language Learners, who have newly arrived to the country, are assigned a buddy teacher. The teacher may spend one to one time with the student or push into the classroom. This will help the student adjust to a new school as well as develop a trusting relationship, where students can share any concerns or discuss issues they may have.

(c). Academic Intervention Service teachers provide small group and individualized instruction to our at-risk ELL students. This small group also includes any holdover students who may be receiving services for four (4) years. These holdover students are also part of our RTI extended day. These students receive instruction in the areas of listening, speaking, reading, or writing based on the results of data. NYSESLAT Modality reports were analyzed in order to appropriate place these two (2) children.

6. First and second grade ELLs with special needs participate in our School Enrichment Model. This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, graphic design, and technology.

The New York State literacy, math and science curriculum have been followed to ensure that our children are meeting the standards when they leave our school. Classroom teachers use the IEP to help guide instruction. Teachers Using the balanced literacy approach teachers implement units of study in reading and writing. A two and a half hour literacy block has been established, which includes read aloud, shared, guided, independent reading, word work, and writer's workshop. All classes are heterogeneously grouped, students remain in their classrooms.

In mathematics, the English Language Learners with special needs are working with Everyday Math in Spanish. This program is a hands-on reality based approach to math. This is done during the math workshop. All kindergarten students are assessed with quarterly checklists, first and second grade students are assessed with unit tests, teacher made tests, and teacher observation. An emphasis was placed on writing in the math content area. Time was allocated during the math workshop to give students rich math writing tasks which will develop math academic language as well as communication skills. Math unit tests are aligned with the standards in order to appropriately assess our students.

In science, English Language Learners with special needs participate in hands on learning experiences. This gives the students concrete experiences which aid in developing language in their native tongue as well as English language.

Writing is emphasized at PS 170. Through our writing units of study, lessons are planned to improve students' writing skills. Students assess their work through the use of checklists. Students self edit to increase accountability and develop a sense of ownership. Students are exposed to poetry, letter writing, research projects, and free writing during the writer's workshop, which includes interactive, guided, shared, and independent writing. Teachers conference with students to set goals, aside from their IEP goals, which will improve their writing skills.

Centers are a focus of early childhood education. Their goal is to create independent learners, develop self reliance, and social skills. Our classes are organized into literacy centers; students work cooperatively or independently in their groups to complete tasks. Academic Intervention Service teachers and paraprofessionals are scheduled to assist in addressing the needs of the students with special needs.

## A. Programming and Scheduling Information

An abundance of Spanish books by Antanastios, Rigby, and Book Source were ordered to provide teachers with the resources to increase student performance. The books are leveled to assist teachers in the selection of appropriate instructional material for guided reading. There is also a teacher reference section, where teachers can access information to deepen their professional knowledge of students with special needs.

Students are scheduled to visit our library. Students are exposed to the resources available. The library teacher also provides instruction to support the classroom teachers with the units of study in reading and writing.

Academic language is developed by providing students with multi-sensory experiences. Students participate in hands on learning activities which allow students to make connections between the concrete and abstract. Students work on grade appropriate projects in all content areas. Through the use of picture walks, accountable talk, turn and talk, total physical responses, and group work, students are given the opportunity to use academic language in context. The “share” portion of the workshop model gives students the opportunity to reflect on learning and articulate what they learned.

Art, music, drama, and dance are used as vehicles to develop language and build self esteem. Students with special needs role play, put on performances, and create the scenery for shows.

Technology is used to develop the English language of Ell's with special needs. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding. Students also practice math concepts using the EDM games and various websites.

We have a bilingual kindergarten, first and second grade CTT class. A speech teacher has been assigned for the 2011-2012 school year. ELL students mandated to receive bilingual speech are receiving Interim monolingual speech. Modifications have been made to the students IEPs. We do not have a psychologist. Appropriate CFN personnel is working to resolve this matter. Our social worker meets with ELL students individually to support students displaying aggressive behaviors. We have a physical therapist scheduled to our school once a week to provide mandated services to ELL students. Other health related services, such as occupational therapy and counseling are contracted out. Parents of ELL's with special needs receive the appropriate information in their Native Language from the School Based Support Team.

### 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:				


	Our school has also created

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports			
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
<b>Native Language Usage/Support</b>	<b>Transitional Bilingual Education (TBE)</b>		
100%			
75%			
50%			
25%			
	<b>Dual Language</b>		
100%			
75%			
50%			
25%			
	<b>Freestanding ESL</b>		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## 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?

8. English Language Learners, who have newly arrived to the country attend our Extended Day Program. Ms. Ramirez works with this small group of three on Tuesday Wednesday, and Thursday afternoons from 2:50 to 3:40. Academic Intervention Services teachers provide small group and individualized instruction to our at-risk ELL's. This small group includes holdovers and students who have not met the benchmarks in reading, writing or Math.

9. Students who reach proficiency level on the NYSESLAT exam are transferred to monolingual classes. Support is provided to students reaching proficiency level by providing them with ESL services. These students are also invited to be a part of our Title 3 ESL or Native Language Arts afterschool program. Students are placed with either Ms. Silva or Ms. Velazquez depending on results of the data and teacher recommendation. Parents who request to keep their child in the TBE program are granted their request and students are transitioned into a monolingual class for one period a day. A student identification sheet is sent to our feeder school to ensure the continuation of transitional support services, due to the fact that we are a K-2 school and most children reach proficiency level at the end of second grade.

10. Our CFN has purchased 3 new Wilson Foundations Kits for the 2011-2012 school year. On Election Day, all kindergarten teachers, para-professionals and support staff (Erica LeRea, Lisa Velazquez, Sonia Acevedo Suarez, Sandra Corro-Moy) will attend the Wilson Foundations Training provided by CFN Support Specialist Larry Buckman, hosted by our school.

We have also created an RTI extended day. All Tier 2 and Tier 3 students attend extended day on Tuesday and Wednesday and Thursday from 2:50- 3:40. Last Spring all teachers identified possible RTI candidates for the 2011-2012 school year. Candidates were then assessed in September. Any student who did not meet the benchmark was enrolled in the RTI extended day. Students were placed based on the results of data in one of the following areas: phonics, phonemic awareness, vocabulary, fluency, or comprehension. We also have two students in a Math RTI extended day program. Teachers have assessed students with a pre-test, created goals and will give a post test after six weeks. Depending on the results of the post assessment, students will either remain in their current section working on the area of need, move to another area of concern or exit the RTI extended day program and remain in Tier 1.

11. None of our ELL programs will be discontinued this school year.

12. First and Second grade ELL's participate in our Student Enrichment Model. This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, and graphic design.

First and Second grade ELL's participate in our percussion residence. Students learn how to read, write music, and play instruments. There is a culminating performance where parents are invited to come and view their child's performance. Kindergarten and first grade students participate in a circus residency. This helps with our speaking and listening focus. Students learn about voice projection and articulation as well as acting and play writing. Kindergarten through second grade students receive a full year of music instruction. Students are exposed to tempo, pitch, dynamics and reading music. Students write and record a class song. A cd release party is held at the end of the year, where all students receive a copy.

Kindergarten ELL's take part in our Chinese New Year Celebration. Students learn about the Chinese culture and parade throughout the school showing their dragons.

Our ELL students celebrate the 100<sup>th</sup> day of school. Students take part in various activities which allows them to explore place value in mathematics. our Kindergarten students parade throughout the school sharing their work with their peers.

Our ELL's will also participate in our Annual Arts Festival.

Our ELL's also participate in International Month. International Month provides ELL students with the opportunity to learn about other ethnic groups. Students learn about costumes, foods, culture, dance, and languages. Classes make presentations to their peers and put on a performance for classmates and parents.

We continue the implementation of the Cook Shop Program in a kindergarten and second grade bilingual class, and first grade ESL afterschool program. This is a hands on program which develops the English Language through educating children about the nutritional value of food, making healthy choices, and actually making nutritious recipes. There is a lot of discussion about the food and their attributes using the senses to describe foods. Learning journals accompany the lessons to give students the opportunity to reflect on their learning. Parents also receive a weekly letter that informs them about the lesson for the week, what the students have learned, and the recipe of the week.

13. Using the balanced literacy approach, teachers implement units of study in reading and writing. A two and a half hour literacy block has been established, which includes read aloud, shared, guided, independent reading, word work, and writer's workshop. All classes are heterogeneously grouped, students remain in their classrooms.

In mathematics, the bilingual students are working with Everyday Math in Spanish. This program is a hands-on reality based approach to math. This is done during the math workshop. All students kindergarten students are assessed with quarterly checklists, first and second grade students are assessed with unit tests, teacher made tests, and teacher observation. An emphasis was placed on writing in the math content area. Time was allocated during the math workshop to give students rich math writing tasks which will develop math academic language as well as communication skills. Math unit tests are aligned with the standards in order to appropriately assess our students.

In science, English Language Learners receive instruction based on state standards. Students participate in hands on learning experiences. This gives the students concrete experiences which aid in developing language in their native tongue as well as in the English language.

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An abundance of Spanish books by Antanastios, Rigby, and Book Source were ordered in English and Spanish to provide teachers with the resources to increase student performance. The books are leveled to assist teachers in the selection of appropriate instructional material for guided reading. There is also a teacher reference section, where teachers can access information to deepen their professional knowledge. Carousel of Ideas and Reach by National Geographic programs have been purchased for bilingual classes to be used during ESL instruction. This program was recommended by our CEI/CFN ELL Support personnel Rosemary Caban.

Students are scheduled to visit our library. Students are exposed to the resources available. The library teacher also provides instruction to

support the classroom teachers with the units of study in reading and writing. The language of instruction is English.

Academic language is developed by providing students with multi-sensory experiences. Students participate in hands on learning activities which allow students to make connections between the concrete and abstract. Students work on grade appropriate projects in all content areas. Through the use of picture walks, accountable talk, turn and talk, total physical responses, and group work, students are given the opportunity to use academic language in context. The “share” portion of the workshop model gives students the opportunity to reflect on learning and articulate what they learned.

Art, music, drama, and dance are used as vehicles to develop language and build self esteem. Students role play, put on performances, and create the scenery for shows.

Technology is an integral part of our instructional day and is incorporated in all content areas. Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding. Students also practice math concepts using the EDM games and various websites.

During the summer teachers aligned units of study to the Common Core Learning Standards which they will incorporate during the school year. These units contain teaching points that they will incorporate during the school year. This helps support the transition of ELLs from one school proficiency level to another. The school community shares expectations and benchmarks. This gives the school community a clear understanding of entry and exit levels as well as consistency in routines and instruction.

First and second grade ELLs participate in our School Enrichment Model. This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, graphic design, and technology. The language of instruction is English.

First and second grade ELLs participate in our percussion residence. Students learn how to read, write music, and play instruments. There is a culminating performance where parents are invited to come and view their child’s performance. Kindergarten and first grade students will participate in a circus residency. This goes very well with our speaking and listening focus. Students learn about voice projection and articulation as well as acting and play writing. Kindergarten through second grade students receive a full year of music instruction. Students are exposed to tempo, pitch, dynamics and reading music. Students write and record a class song. A cd release party is held at the end of the year, where all students receive a copy. The language of instruction is Spanish in bi-lingual classes and English for ELL's in monolingual classes, receiving ESL.

Kindergarten ELLs take part in our Chinese New Year Celebration. Students learn about the Chinese culture and parade throughout the school showing their dragons. The language of Art instruction is English.

Our ELL students celebrate the 100th Day of School. Students take part in various activities which allows them to explore place value in mathematics. Our Kindergarten students paraded throughout the school sharing their work with their peers. The language of instruction in bi-lingual classes is Spanish. ESL students in monolingual classes receive Math in English.

We will hold our Seventh Annual Art Festival. Students work will be displayed and viewed by peers and parents. The language of instruction in Art is English.

Our International Celebration provides student the opportunity to learn about other ethnic groups. Students learn about costumes, foods, culture, dance, and languages. Classes make presentations to their peers and put on a performance for classmates and parents. The language of instruction is based upon student's proficiency level. It may be English or Spanish.

Our ELL students show off their scientific skills at our annual science fair. Students conduct experiments, make presentations, and answer questions about the procedure. The language of instruction is based upon student's proficiency level. It may be English or Spanish.

We continue the implementation of the Cook Shop Program in kindergarten and second grade bilingual classes and the ESL first grade after school program. This educates children about the nutritional value of food, making healthy choices, and actually making nutritious recipes.

Our English Language Learners are also part of our Art and Drama, ballet and baton twirling extended day and after school programs. ELL Art and Drama candidates were invited to audition for this afterschool and Saturday Program.

14. We have a (TBE) bilingual kindergarten, first and second grade CTT class. We also have an ESL push in model for kindergarten, first and second grade students who are in monolingual classes and are mandated to receive ESL services. These students are scheduled to receive ESL instruction from a bilingual teacher during her scheduled class ESL time.

Bilingual students receive the required amount of Native Language Arts and ESL time based on their English language proficiency. A minimum of 360 minutes of ESL activities on a weekly basis is provided to students who scored at the beginner and intermediate level of English Proficiency. This includes 180 minutes of ESL and 180 minutes of English language arts within the literacy program. Cluster teachers and art residences provide English to ELL students through social studies, science, dance, and art based on their proficiency level. Through dance, percussion, music, art, international month, and celebrations throughout the year ELLs heritage is studied and celebrated. This lends support by allowing students to share their language and customs.

Teachers create program cards in September with the Coaches and the Bilingual Coordinator's assistance. Program cards are reviewed to ensure students are receiving the mandated number of instructional minutes. The principal keeps a copy of all program cards in the main office. These cards are used during a Principal's observation of a Bi-Lingual/ESL Teacher. All monolingual classroom teachers, bi-lingual classroom teachers, cluster/ESL teachers, para-professionals, coaches and Principal receive copies of NYSESLAT/LAB-R results and proficiency levels in September to plan for instruction and observation.

Students who are in the beginner level receive:

Reader's Workshop	45 (NL)
Writer's Workshop	40 (NL)
Word Work	25 (NL)
Independent Reading	20 (NL)
Morning Routines	30 (ESL)
Math Workshop	60 (NL)
Read Aloud	10 (NL)
Read Aloud	20 (ESL)
Science/Social Studies/ Dance/Music	45 (ESL)
English	45 (ESL)

Students who are in the intermediate level receive:

Reader's Workshop	45 (NL)
Writer's Workshop	40 (NL)
Word Work	25 (NL)
Independent Reading	20 (ESL)
Morning Routines	30 (ESL)
Math Workshop	60 (NL)
Read Aloud	30 (ESL)
Science/Social Studies	45 (ESL)
Dance/Music	
English	45 (ESL)

Students who are in the advanced level receive:

Reader's Workshop	45 (NL)
Reader's Workshop	40 (ELA)

Writer's Workshop	40 (ELA)
Word Work	25 (ELA)
Independent Reading	20 (NL)
Morning Routines	20 (ESL)
Math Workshop	60 (Eng.)
Read Aloud	30 (ELA)
Read Aloud	20 (ESL)
Science/Social Studies	40 (ELA)
Dance/Music	

15. All resources and support correspond to ELL's ages and grade levels.

16. Each May, Math and Literacy Coaches host workshops for newly enrolled Kindergarten, first and second grade students. Common Core Standards are reviewed with parents. Helpful math and literacy resources and websites are distributed. Samples of student work are shared as well as expected outcomes.

17. We donot have language electives. Spanish is offered to ALL students as an elective for our Student Enrichment Model (SEM).

### 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)?

N/A

## 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.

1. We use every opportunity to provide teachers with professional development in developing strategies to improve instruction and enhance learning. A Professional Development Survey was created in October. All teachers including the speech therapist were asked to complete the survey in order for administration to meet the needs of the staff. Surveys were reviewed and Professional Development will be differentiated for all teachers.

Citywide professional development days (November and June) will be utilized for site based training by coaches and CEI/CFN personnel. Topics include Common Core Learning Standards, Special Education, ELL Science strategies, Wilson Foundations, and SIOP training. Common grade preps are used for staff development to continue to align curriculum with the standards. Teachers are scheduled by grade to analyze assessments, plan, and set goals for students. This is done with the principal and coaches on a monthly basis (September to June) in the areas of literacy and math. The speech therapist attends common planning sessions three times a month, one time for each grade.

Monolingual, bilingual, and special education teachers who provide services to ELL's meet with the Instructional Support Team to discuss and create intervention plans to meet the needs of our special needs/at risk students. Professional Development has been scheduled with the speech pathologist after teachers expressed the needs for ideas on how to work with children who have severe speech delays. The speech pathologist has been scheduled to attend three (3) common planning sessions for all grades.

To implement our Language Allocation Policy, we provide professional development to monolingual, special education, and bilingual teachers, speech therapist, physical therapist, secretary, and parent coordinator. In the Fall, all teachers and related service providers receive and review a copy of the NYSESLAT scores. Teachers identify student needs. During planning sessions with coaches and the principal, strategies are shared within the four modalities. We do not have an assistant principal, psychologist, guidance counselor, or occupational therapist. The physical therapist visits our school two days a week from 12:00-2:00.

Lab sites have been identified in literacy and math. Monolingual, bilingual, and special education teachers who provide services to ELL's are scheduled to visit the sites and observe lessons. Time is allotted for pre and post debriefing.

Bilingual Teachers attend planning sessions where the curriculum is discussed and modified to meet ELL student needs. Bilingual teachers participate in lab site visits and inter visitations as well as demo lessons from coaches and their colleagues. Bilingual, monolingual, special education teachers, and related service providers, who provide services to ELL's have also received professional development on differentiated instruction and learning styles. Staff members will continue to receive professional development in this area from CFN/CEI Support Staff.

3. This summer ALL staff members received SIOP training from Martha Trejo, a Pearson consultant and will continue SIOP (Part 2) training on October 25, 2011. Teachers are currently SIOPizing one area of instruction (math, reading, writing), creating and implementing content and language objectives. We are currently working on scheduling another day of SIOP training with Marta Trejo this winter. SIOP training fulfills the mandated training for all staff members as per Jose P.

## 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?

1. We have maintained high parental involvement as evidenced by attendance of parent workshops, Town Hall Meetings, Parent Teacher Conferences, Meet the Teacher Week, Parent Association Meetings, School Leadership Team Meetings, ESL Classes and CookShop for Families. Our parent coordinator supports efforts to maintain parent involvement.

We acknowledge that the home school partnership is an essential tool to foster learning. At PS 170 we make an effort to inspire parents to become involved in their child's education. This has resulted in a high percentage of parental involvement in all school events. An example of this is the performances throughout the school year, which many parents attend to celebrate student work. We have an open door policy, where parents feel free to visit the school and meet with administration and staff to discuss their children's education. Parents attend "Meet the Teacher Week and Parent Teacher Conferences. Monthly Parent Association Meetings and Town Hall Meetings are scheduled to keep parents informed about the operation of the school and upcoming events. One hundred fifty parents attended our first Town Hall meeting of the school year, this October. A parent coordinator is available to assist parents with any concerns. There is ongoing communication between the principal and parent coordinator. Weekly Profile sheets are sent home to parents informing them of students goals and academic performance.

We believe parents play an integral role in their children's education. All information sent home is translated into Spanish, Chinese, French or Arabic. Translators are available for meetings if needed. It is obvious throughout the building that many cultures are respected and recognized through a broad range of extra curricula activities and content areas integrated across the curriculum. The Parent Executive Board meetings are held on a monthly basis to discuss school related issues. Administration is present at parent association meetings for question and answer sessions. Parents are also part of the School Leadership Team that consists of an equal parent/staff ratio. Parents attend Parent Curriculum Conferences and Language Allocation Policy Conferences to be informed of the curriculum and standards. The school provides parent workshops and educates parents on how to help their children in a wide range of areas.

2. We will continue to bring Cook Shop for Parents in our school. This will reinforce the education that students are receiving in the classroom. This program will help parents make healthy food choices when preparing meals. Parents will prepare recipes in school and receive supplies to make the recipes at home. This program will run from January to June.

Our adult ESL classes will begin November 1, 2011. Classes will be held on Tuesdays and Wednesdays from 3:40 to 5:15. These ESL classes provided by Ms. Taveras, are open to all members of the community. We currently have fifty registrants.

3. Parent Association meetings are held monthly to keep parents informed of school events. Time is allotted for questions and concerns. At this time a survey is given to parents to assess their needs. They can make suggestions for future workshops. Parents are also members of the School Leadership Team and Language Allocation Policy Team. The parent representative shares concerns, any parent may have at this time.

4. Parent Surveys are reviewed. Activities and guest speakers are scheduled based on the results of the survey and feedback from parent meetings, Town Hall Meetings, School Leadership Team Meetings and Language Allocation Policy Team Meetings.

## 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)	8	5	8											21
Intermediate(I)	1	13	6											20
Advanced (A)	16	6	13											35
Total	25	24	27	0	0	0	0	0	0	0	0	0	0	76

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	4										
	I		5	1										
	A		9	14										
	P		5	5										
READING/ WRITING	B		4	5										
	I		10	5										
	A		6	11										
	P		3	3										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
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									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science
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	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								0

**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.

1-4. Students are assessed through EL SOL, ECLAS 2, and NYSESLAT. The results of these exams are used to plan instruction for students. Student's strengths and weaknesses are identified and activities are planned to meet their needs in English and in their native language. Students' native language is used to scaffold their learning. This will help them transfer skills and concepts in the English language.

We are a Kindergarten to second grade school and do not administer interim assessments. However, we assess our students using Fountas and Pinnell and Rigby (in English and Spanish) benchmark running records kits, writing and math baselines. These assessments monitor student progress, yearly growth, and are used to identify individual goals.

English Language Learners (ELL) with Individual Education Plans tend to fall below the benchmark in the areas of reading and writing. As assessed by running records (English and Spanish) and writing pieces.

#### Reading

Kindergarten benchmark for June 2011 is a Level D

- 83 % of our kindergarten monolingual students met the goal. The students that did not meet this goal (17%) will receive AIS and attend extended time and after school in first grade (September 2011) to support the students in meeting the standards.
- 26% of our ELL students met the benchmark in English. The students that did not meet this goal (74%) will receive AIS and attend extended time and after school in first grade (September 2011) to support the students in meeting the standards. This is a CTT class.
- 50% of our kindergarten bilingual students met the benchmark in Spanish. The students that did not meet this goal (50%) will receive AIS and attend extended time and after school in first grade (September 2011) to support the students in meeting the standards. This is a CTT class.

First grade benchmark for June 2011 is a Level J

- 96% of our first grade monolingual students met the goal. The students that did not meet this goal (4%) will receive AIS and attend extended time and after school in second grade (September 2011) to support the students in meeting the standards.
- 85% of our first grade ELL students met the benchmark in English. The students that did not meet this goal (15%) will receive AIS and attend extended time and after school in second grade (September 2011) to support the students in meeting the standards.
- 60% of our first grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (40%) will receive AIS and attend extended time and after school in second grade (September 2011) to support the students in meeting the standards. This is a CTT class.

Second grade benchmark for June 2011 is a Level N

- 75% of our second grade monolingual students met the goal. The students that did not meet this goal (25%) should receive AIS and attend extended time and after school in third grade (September 2011) to support the students in meeting the standards in their new school.
- 75% of our second grade ELL students met the benchmark in English. The students that did not meet this goal (25%) should

receive AIS and attend extended time and after school in third grade (September 2011) to support the students in meeting the standards in their new school.

This is a CTT class.

- 44% of our second grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (56%) should receive AIS and attend extended time and after school in third grade (September 2011) to support the students in meeting the standards in their new school.

\*These recommendations have been sent to each students new school.

\*33% of the students moved three levels and two students were new arrivals into the country and were held over.

In math, kindergarten, first grade second grade ELLs are making adequate progress and moving across levels at the same rate as their monolingual counterparts.

In writing, ELL students are making progress at the same rate as their monolingual counterparts. However, ELLs with IEPs are below their counterparts.

When analyzing student NYSESLAT results in the four modalities, we continue to see the need is in reading. This has been the focus of our Inquiry Team for the past three years. Last year (2010-2011) we focused on Inferencing, schoolwide. Students received explicit instruction on inferencing. Please visit Inquiry Spaces or PS170.org for specific grade cycles and lessons. When analyzing Spring NYSESLAT for 2011 scores we noticed that there was an increase in student performance of students who were part of the Inquiry Team. Students proficiency levels gradually increase from kindergarten to second grade. The strategies that were proven to be successful were incorporated into our curriculum.

We will continue inferencing as our schoolwide Inquiry Team focus. We will continue to target ELL students within the target population. The teachers will implement inferencing strategies at their grade level. All students will receive the instruction but teachers will monitor 3 to 4 students to track if the benchmarks for the cycles have been met.

In an effort to improve our students reading and writing skills, ALL teachers received one full day of SIOP training from Martha Trejo, a Pearson consultant (recommended by CEI/CFN ELL Support Personnel Rosemary Caban) and will continue SIOP (Part 2) training on October 25, 2011 (8:30- 3:00). Teachers are currently SIOPizing one area of instruction (reading, writing or math), creating and implementing content and language objectives. Our principal is working on scheduling another full day of SIOP training with Marta Trejo this winter. We are eager to see the results of the professional development this Spring during the administration of NYSESLAT and end term assessments.

## 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.

- Technology is integrated through all content areas and all classrooms use smart board technology during instruction. Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding. Students also practice math concepts using the EDM games and various websites.
- Attendance rate of 93% exceeds the Chancellor's mandate of 92%
- We have a collegial climate and a low turnover of teaching staff.  
We feel this is due to teachers having a voice in the school and being part of the decision making process
- We continue to have a partnership with our feeder school to track the performance of our students
- We have placed a strong focus on professional development of ELL's, for example: inter-visitations.  
Lab sites, half day planning sessions in technology, common grade planning, SIOP and summer planning
- We have planned units of study which are rigorous and focus on genres.
- The parents, staff and students work together to improve student academic achievement
- We have built capacity within our school. The coaches and teachers receive professional development and then turnkey to staff
- An abundance of resources are purchased and available to assist teachers in implementing the units of study that were planned
- Our baton twirlers won first and second place in various competitions
- Two of our ballet students were accepted to the American School of Ballet

# Part VI: LAP Assurances

<b>School Name: <u>P.S. 170</u></b>		<b>School DBN: <u>09X</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Ramos	Principal		11/2/11
	Assistant Principal		
Maritza Zapata	Parent Coordinator		11/2/11
	ESL Teacher		11/2/11
Francisco Caraballo	Parent		11/2/11
Lisette Silva Bilingual ICT 2	Teacher/Subject Area		11/2/11
Penelope Perdomo Bil. ICT K	Teacher/Subject Area		11/2/11
Lisa Velazquez	Coach		11/2/11
Sonia Acevedo Suarez	Coach		11/2/11
	Guidance Counselor		
Ben Waxman	Network Leader		11/2/11
Sandra Corro-Moy	Other <u>Speech Pathologist</u>		11/2/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09X170      **School Name:** Esteban Vicente Early Childhood

**Cluster:** 534      **Network:** CFN CEI

**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**

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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.

Language translation and interpretation data is collected through a review of the home language surveys and interaction with parents when they come to register their children. A bilingual (Spanish) parent coordinator and school secretary are available to address the translation needs of parents. We have two staff members who know sign language and communicate with hearing impaired parents. When necessary we reach out to agencies for interpretation in other languages.

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.

We have a high percentage of Hispanic families in our school. We have a small percentage of families who speak various African dialects and one parent who speaks Chinese.

The school community has been informed during School Leadership Team and Parent Association Meetings. Translation occurs at these events.

## Part B: Strategies and Activities

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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.

- a. We have in house staff members who translate correspondence. All parent letters are translated into Spanish to assure parents are informed of school events.
- b. Report cards comments are written in Spanish.
- c. We utilize the Board of Education website to attain translated forms in various languages.
- d. We obtain the services of agencies for interpretation in other languages.

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.

- a. Translation is available at all parent events (workshops, parent teacher conferences, hold-over meetings, Learning Leaders training, parent association meetings, and performances)
- b. Staff is available to assist parents with intepretation in Spanish.
- c. We have a list of agencies which translate to parents who speak languages other than Spanish. These conferences are held via telephone.

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>.

Many of our staff members are bilinugal and serve as traslators and interpretors. We also reach out to agencies to serve as interpretors for languages not spoken by our staff.

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 170	DBN: 09x170
Cluster Leader: Debra Maldonado	Network Leader: Ben waxman
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 type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

## 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:

Public School 170 is a Kindergarten to second grade school. We service 14 first grade ELL students and 15 second grade ELL students in our English as a Second Language after school program. One certified bilingual teacher will work with 9 second grade students who are advanced in the acquisition of the English language. We also have one common branch certified teacher, who is currently enrolled in Hunter College to receive a bilingual extension, working with the five first grade students and five second grade students, who are at the beginner level of acquisition of the English language. This year, we created and added a program to support the Former ELL's. This program will aide in the transition of ELL's to monolingual classes. Eight former ELL's who achieved proficiency on the 2012 NYSESLAT were identified and will receive afterschool support by the ELL/Special Education Liasion. Two students who are at the intermediate level of language acquisition will push into this program for Former ELL's and be supported by the Math Coach/Administartive Assistant. The language of instruction is English. The program will provide rich learning experiences which increase student acquisition of the English language. Teachers focus on one modality for a six week cycle (listening, speaking, reading & writing).

The materials selected will assist ELLs in meeting the Common Core Learning Standards in the areas of reading, writing, listening, and speaking. The ESL program will target ELLs who scored at the beginning, intermediate, and advanced levels on the Spring 2012 NYSESLAT exam. Former ELL's who achieved proficiency on the 2012 NYSESLAT have also been targeted as a new subgroup for the 2012-2013 school year. The advanced and beginner students will use Carousel of Ideas, which is a comprehensive language development programs which integrates reading, listening, speaking, and writing, recommended by Special Services Manager ELL Leader RoseMary Caban. The Former ELL group and two intermediate students will use Cookshop, a program developed by the New York Foodbank. This program will provide students with hands on experiences where they get to explore various foods using their senses. Language will be enhanced through real world experiences of describing the foods, following recipes, and learning about the nutritional value of healthy foods. Cookshop is at no cost to Title III.

These programs prepare students for success in monolingual academic classes. The programs provide rich learning experiences, which increase student acquisition of the English Language. Technology is also incorporated into the after school program. Students listen to stories online, use various websites, such as Access Code, PBS Kids, StarFall, and Google to reinforce word work skills, research topics of interest/projects, and publish work. This will improve student performance on the NYSESLAT exam, running records, ECLAS 2, Baseline, Midline, and Endline Writing Benchmark assessments. The program

## Part B: Direct Instruction Supplemental Program Information

will be held on Tuesday and Wednesday from 3:45-5:15, from October to May.

## Part C: Professional Development

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

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

Begin description here:

We use every opportunity to train teachers in developing ESL strategies to improve instruction, enhance learning, and develop awareness of the Common Core Learning Standards. City wide professional development days (September, November and June) and calendar changes will be utilized for site based training by SIOP Pearson consultant Karen Robinson, coaches, CEI/CFN personnel, and Aussie consultants. Common grade preps are used to analyze data and make instructional decisions; this is done with the principal and coaches.

During the summer teachers attended summer planning. Teachers examined their units of study in the area of literacy and math and made revisions based on data. Teachers collaborated to align units of study to the Common Core Learning Standards. Teachers also collaborated to revise units of study to incorporate content and language objectives. SIOP is a focus at P.S. 170. Student Interaction was targeted as a CEP Goal for the 2012-2013 school year, as a result of our 2012 Quality Review. On November 6, 2012, Election Day, Karen Robinson of Pearson will provide a full day of professional development on student interaction using SIOP strategies.

English Language Learners are a focus in our school, an ESL handbook has been created by teachers and certified ESL AUSSIE consultants which highlight ESL strategies teachers use when planning for their students. This September, teachers began the 2012-2013 school year by receiving a full day of Sheltered Instruction Operational Protocol (SIOP) with Karen Robinson a Pearson consultant. This professional development provided teachers with the focus of our school for the 2012-2013 school year, techniques and strategies they will implement in their classrooms to aid our ELLs academic growth, not only in the acquisition of the English language but also developing academic vocabulary. Teachers also reviewed how to create rigorous content and language objectives for individual lessons.

Bilingual, ESL, and SIOP lab sites have been identified. Monolingual teachers are scheduled to visit these ESL and SIOP sites and observe lessons. Time is allocated for pre and post debriefing.

We have an Integrated Co-Teaching (ICT) Class, in kindergarten, first grade, and second grade. The second grade ICT class is a bilingual class. Professional development will be scheduled throughout the school year to provide support and teaching strategies to increase student performance in acquiring the

### Part C: Professional Development

English language and meeting their IEP goals.

Professional development allocation will also be used to hire a math and literacy AUSSIE to provide support implementing the CCLS. The Aussie will also push into the classroom to provide direct instruction, on designated calendared dates. The goals of these sessions are as follows.

- a). Teachers will develop an awareness of the math CCSS through the development of standard based units in math.
- b). Teachers will develop an awareness of the ELA CCLS through the development of standard based units in literacy and/social studies or science.
- c). Teachers will develop an awareness of the ELA/Math CCLS through coaching and team teaching with the Aussie consultant.

To implement our Language Allocation Policy, we provide professional development to monolingual, special education, and bilingual teachers. In the Fall, teachers receive a copy of the NYSELAT scores and identify student needs and proficiency levels with the aide of the ELL Liaison. During planning sessions with coaches and principal, strategies are shared by bilingual teachers within the four modalities, that teachers would use to address the needs of individual students.

Bilingual, ESL, monolingual, and special education teachers who provide services to ELLs have received also professional development on differentiated instruction and learning styles. Teachers are currently differentiating instruction incorporating student interest and learning styles. We are also exploring activities with various entry points, so all students have access to the learning, and choice as to how they want to present their learning.

All Professional Development Opportunities are at no cost to Title III.

### 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:

Our adult ESL classes will begin in January 2013. Classes will be held on Tuesday and Wednesdays from 3:40- 5:15. These ESL classes provided by Ms. Taveras, are open to all members of the community. This program is at no cost to Title III.

**Part D: Parental Engagement Activities**

Kindergarten orientation workshops are scheduled in May for incoming kindergarten and first grade students new to the school. The workshops provide information on standards, curriculum, expectations, the ELL intake process, Special Education Reform, and school policies. Parents receive a packet of materials and resources they can use at home to prepare their children for Kindergarten and first grade.

We will continue implementing Cook Shop for Parents in our school. This will reinforce the education that students are receiving in the classroom. This will help parents make healthy food choices when preparing meals. Parents will prepare recipes in school and receive supplies to make the recipes at home. This program will run from January to June. This program is at no cost to Title III.

Parent Association meetings are held monthly to keep parents informed of school events, time is allotted for questions and concerns. Parents are also members of the School Leadership Team. Parent representatives share concerns any parent may have at School Leadership Team Meetings. Parents are informed of all activities through correspondence sent home and posters are posted outside of the school. Correspondence is translated into Spanish. All upcoming activities are also posted on our school website, P.S. 170.org.

All parental involvement activities are at no cost to Title III.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	11,200	We will have 3 teachers working 2 days a week for 1 1/2 hours @ \$41.95 for a total of 177 sessions (59 days for 3 teachers) . Budget total of \$11,146.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly</li> </ul>	N/A	N/A

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
<b>TOTAL</b>	\$11,200	N/A