



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE RALPH A. FABRIZIO SCHOOL

**DBN (i.e. 01M001):** 20K170

**Principal:** ZHEN (TONY) WU

**Principal Email:** ZWU@SCHOOLS.NYC.GOV

**Superintendent:** KARINA COSTANTINO

**Network Leader:** MICHAEL DANTONA

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Zhen (Tony) Wu	*Principal or Designee	
Clemencia Saleeby	*UFT Chapter Leader or Designee	
Joann Harrell	*PA/PTA President or Designated Co-President	
	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	
Melanie Fonollosa	Member/ SLT Chair/UFT	
Cynthia Aweeky	Member/ UFT	
Therese Mulkerrins	Member/ UFT	
Maria Strongilis	Member/ SLT Secretary/ UFT	
Najieh Attal Diab	Member/ UFT	
Deborah Valdiva	Member/ Parent	
Wilfredo Maisonet	Member/ Parent	
Rasha Soliman	Member/ Parent	
Hui Lin Huang	Member/ Parent	
Oltiana Isufi	Member/ Parent	
Hui Ling Wu	Member/ Parent	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- **By June 2014, 27% ( 53 out of 192 ) of students having scored at Level 1 or 2 on the 2013 ELA State Test will score one level higher as measured by the 2014 Common Core New York State ELA Assessment.**

### 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.

Of the current grades 4 and 5 students, 79 scored at level 1 and 113 scored at level 2 in the 2013 New York State Common Core English Language Arts Exam, which is 69% of the tested students (excluding last year's grade 5 students). Of the levels 1 and 2 students, 33% were English language learners, 16% students with special needs, 42% female, and 58% male. Even though it was the first state test fully aligned to the Common Core Learning Standards (CCLS) and there was a significant state-wide decline of performance, this large percentage of levels 1 and 2 students in ELA is not acceptable to the P.S. 170 community. Our goal is to help all our students to meet the CCLS standards.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

The following programs are specially created to meet this goal:

1. Extended day academic Intervention service (AIS) will be provided in two 50 minute sessions per week throughout the school year. Teachers will provide targeted intervention in a small group setting to students identified by state cut scores for students mandated to receive AIS.
2. Response to Intervention (RTI) services beyond the classroom setting will be provided by two full-time reading specialists that have been trained in select reading intervention approaches. Please note that RTI is provided at different tiers, from classroom, Extended Day AIS, after school, to the one described here, which is the last tier before referring for special education evaluation.
3. After school intervention programs will be provided to identified at-risk students who are not able to make the Extended Day AIS and not selected for the RTI program.

4. Two Innovative ESL Labs are created to serve beginning ELLs and new arrival ELLs so that they can be exposed to a language-enriching and level appropriate English as a second language curriculum. The program aims at speeding up the English language acquisition process and effectively reduces the gap between the ELLs' current English literacy level and the expectations of CCLS.

**B. Key personnel and other resources used to implement each strategy/activity**

1. The Extended Day AIS program: All teachers including classroom teachers, cluster teachers, ESL teachers, and other out-of-classroom teachers, will be assigned students for intervention service.
2. The RTI Program: Two teachers have been selected and trained extensively in all major reading intervention remedies.
3. The after school intervention program: The program is a per session program which is offered to all teacher applicants in the building.
4. The ESL Innovative Labs: Two licensed ESL teachers are selected to pilot this innovative ESL program.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The Extended Day AIS Program: The teachers are given the AIS class rosters with all available data for each student at the beginning of the program. In mid-September, the teachers are to assess and identify the lacking skills in accord with the pacing of the ReadyGEN curriculum. Teachers will then develop intervention instructional plans for their students. Teachers will analyze the results of each ReadyGEN end-of-unit assessment to determine if the intervention they provided has resulted in expected results and to determine the new goals for further intervention. Teachers will also articulate with the classroom teachers throughout the program for student progress and for more effective continuum of intervention from the regular class to the Extended Day AIS. If intervention needs to be escalated to a higher level, teachers will speak to the grade supervisor who will bring the case to the Pupil Personnel Team Meeting for further intervention possibilities.
2. The RTI Program: The RTI program provides intervention in four cycles throughout the school year. For each cycle, the teachers screen for students according to a set of criteria (e.g. ELL status and performance levels) using Fountas & Pinnell. At the end of each of the two-month cycle, students will be assessed again to determine if they can exit the program, stay in the program for another cycle with the same or a different reading remedy, or be referred for evaluation.
3. The after school intervention program: This program is similar to the Extended Day AIS Program but target different student population.
4. The ESL Innovative Labs: The program screens students in September using NYSESLAT and LAB-R results. After being admitted into the program, the

students will also be assessed by Fountas & Pinnell to determine their reading level. Throughout the school year, the students will be administered interim assessments using both Fountas & Pinnell and Spotlight (pre- and post)-unit assessments. The program's exit criteria are achieving Advanced Level in NYSESLAT or level 2 in ELA.

**D. Timeline for implementation and completion including start and end dates**

1. The Extended Day AIS Program: The program starts in the second week of September and will last to the end of the school year. Invited students will attend the program for two 50 minute sessions weekly, one on Tuesday mornings and the other on Wednesday mornings from 7:50 to 8:40 AM.
2. The RTI Program: The program begins in mid-September and serves students at a two month cycles for 4 cycles in total in the school year. Number of servicing periods varies for different students according to their needs.
3. The after school intervention program: The program starts October 31, 2013 and will end March 31, 2014. Invited students will attend the program from 3:00 PM to 5:00 PM, Mondays through Thursdays.
4. The ESL Innovative Labs: The program serves identified students for 5 to 10 periods a week dependent on the grade and type of their regular class. The program starts in late September and will last the whole school year.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The Extended Day AIS Program: The program is designed for teachers to work with students in a small group setting. We believe that group size is very important for intervention services. The students in need of intervention require individual attention and customized instruction plans. Therefore, student groups in the program are small with 3-5 students on average. Teachers continue to use core curriculum materials but with supplemental materials and scaffolding strategies.
2. The RTI Program: After screening and articulation with classroom teachers, the RTI teachers will use the following intervention programs with the students: Leveled Literacy Intervention, Wilson, Fundation, Lindamood Bell, or Orton Gillingham. Sometimes a combination of these programs are being used for the same student.
3. The after school program: Same with the Extended Day Program above.
4. The ESL Innovative Labs: The program uses Spotlight, which is a full range elementary ESL curriculum for grades K to 5. In addition to the

curriculum, the students are also exposed to many ESL Ipad apps and other computerized ESL activities.

**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).

- 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;

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

PS 170 School fund and PTA contributions

**Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2014, we will complete the coherent instructional planning for ReadyGEN as evidenced by pacing calendars for all grades, lesson plans for Unit 1, and Module plans for the whole curriculum through collective planning of grade level Inquiry Teams.**

**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.

For the 2013 - 2014 school year, the school decided to have full participation in the DoE's core curriculum program. After reviewing different choices, we selected ReadyGEN as our English Language Arts curriculum. ReadyGEN is designed to align to CCLS and reflects the CCLS shifts. Its text selection consists of 50% nonfiction with much higher text complexity than we used to see. The instructional structure is also way different from the workshop model our teachers are familiar with. With our large population of English language learners and students with special needs, the implementation of ReadyGEN has presented us with an unprecedented challenge.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Participate in professional development provided by central, network, and vendors.
2. Program creatively to maximize planning and support for teachers.
3. Establish grade level inquiry teams to set goals, make action plans, plan instruction, and analyze student work that informs instruction.
4. Design a reading program that promotes extensive reading after school and aligns with/supports ReadyGEN.

**B. Key personnel and other resources used to implement each strategy/activity**

1. All teachers and supervisors are encouraged to participate in ReadyGEN training provided by DoE in summer 2013. School teams continue to participate in training throughout the school year by network support specialists as well as by vendors.
2. The principal together with the cabinet members are to work together to create a prep schedule and a support structure.
3. Grade level inquiry teams will consist of classroom teachers of the grade as well as coaches or supervisors assigned as facilitators.
4. The principal, assistant principals, and the coaches will work together to create a new Principal Reading Honor Roll program.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

See E below

**D. Timeline for implementation and completion including start and end dates**

See E below

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The central, network, and vendor training events started in summer 2013 and will continue throughout the school year 2013 – 2014. According to our record, over 90% of our teachers have participated in the ReadyGEN training in summer 2013. We will continue to send teacher teams to relevant training events provided by central, network, and vendors.
2. We will develop a prep schedule that allows each grade from grade 1 through grade 5 to have a common prep every day Monday through Friday. This schedule allows teacher teams to meet every day to plan and do inquiry work. The school administration has worked with the UFT for a school-based option to use one extended day session for inquiry work. The two parties agreed on using Monday morning extended day session for our inquiry work.
3. The grade level inquiry teams will meet at least twice a week, one during the Monday inquiry time and one during one of the common preps. The coaches and the supervisors, including the principal, each will be responsible for facilitating a grade level inquiry team. Teacher teams will plan collectively especially on ReadyGEN. The planning is divided into two phases. From September to October, we focus on unwrapping the curriculum. Together, teachers will examine carefully each component of each ReadyGEN lesson in Unit 1 and plan the lesson with our students' need in mind. A phase I planning template is developed by mid-September for teachers to record their planning, thinking and reflection on ReadGEN. The objectives of phase I are that
  - a. To become familiarized with ReadyGEN's instructional philosophy, curriculum design, lesson structures, instructional routines, and most importantly the anchor texts.
  - b. To implement the new curriculum as it is and at its pacing.
  - c. Reflect on the teaching practice, its effectiveness, and share good practices.

After we achieve the objectives in phase I, we will transition to phase II planning, whose focus will be more strategic and module-based. By mid-November 2013, teachers should know the ReadyGEN lesson structures well and are confident in planning lessons on their own. Teacher teams will move on to the next level of planning, module-based planning. In phase II planning, teacher teams will look at the module as a whole and identify the instructional concerns for both reading and writing. The team as a whole will discuss possible solutions, supplemental materials, modifications, and other supports (including extracurricular supports), etc. Another important aspect of phase II planning is to look at student work, which includes writing samples, performance-based assessments, end of unit assessments, etc. Through looking at a variety of student work, we will be informed if the students are making expected progress and if the curriculum succeeds in shifting instruction to CCLS. Findings from the analysis of student work will also be used to inform planning for next steps.

4. We all know that reading is the key to all learning. Two things make a good reader: having extensive knowledge and the ability to read complex texts.

This year's Principal's Reading Honor Roll is designed in line with these beliefs. To be a top reader this year, the students will need to read as much as possible and read some selected texts closely. Below are the details for grades 2-5:

- Read as many books as possible. The students need to complete a report for each book they read and the report needs to be signed by parents. The students may submit the completed report to the teacher any day during the week. For each completed book and report, the students will earn 2 points. The teacher may interview the students and decrease/increase the credit by 1 point. That is, the students may earn 1-3 points for each book they read. The more the students read, the more credits they will earn!
- The students will take a reading comprehension test every other week. The texts and questions in the tests are selected from the anchor texts or supporting texts in ReadyGEN. Therefore, the closer and better the students read the texts in ReadyGEN, the more likely they will score high in the tests. Every two months, the total credits for all students will be announced in class and the top 10 in the grade will be announced to the school.
- Every two months, the credits will be totaled and reports will be sent home. The top 3 in the class will be the Star Readers for the two months. The top 3 in the grade will be Super Star Readers for the two months. Starring students will be awarded with certificates at the PTA meeting. The credit will then go back to zero and the competition begins again for the next two months.
- At the beginning of the 5<sup>th</sup> month, all star readers and super star readers will be invited to take a reading test. The credits obtained from the test will be added to the total credits they have earned over the past 4 months. The top 3 students of each grade in total credits will be the first, second, and third place winners for the grade.

There will be two cycles for the Principal's Reading Honor Roll Program. Cycle I: October –January; Cycle II: February – May. Students can win prizes for each cycle.

### ***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).

- 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;
- 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;
- 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;

***Budget and Resource Alignment***

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
P.S. 170 School Fund										

### Goal and Action Plan #3

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2014, ADVANCE, the new teacher evaluation system, will be successfully implemented as evidenced by 1)100% of the eligible teachers will receive the required (by their choice of options) formal/informal observations with actionable feedbacks in a timely manner; 2) all assessments selected by the MOSL committee will be administered and entered into systems on time; and 3) all professional development embedded in core curriculum planning and in observation feedbacks will be aligned with Danielson’s Framework for Teaching.**

#### **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.

The new teacher evaluation system is being implemented officially in school year 2013 – 2014. The system requires the teachers to align their practice to the Danielson’s Rubric as well as holding the teachers accountable by selected state and local measures. The new system presents a challenge not only to teachers but to supervisors as well. Although we have begun training in Danielson’s Framework for Teaching two years ago, we have been focusing on only a few components. The challenge is to calibrate teaching practice to all 22 Danielson components while implementing a new core curriculum.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Develop an observation plan and timeline for observations. The supervisors will review the observation options selected by the teachers. Develop a plan and a time line for observations in accord with ADVANCE.
2. Develop a plan and timeline for administering the baseline tests, data entry, data analysis, and post-tests administration.
3. Develop a plan to align teaching practice and observation feedback to Danielson’s Rubric.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal and assistant principals
2. Coaches and supervisors in consultation of grade level teacher teams.
3. Coaches and supervisors together with teachers, UFT, and SLT.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

See E below.

**D. Timeline for implementation and completion including start and end dates**

See E below.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers were provided with an overview of the new teacher evaluation system in June 2013. All teachers are encouraged to participate in the ADVANCE training in summer 2013. A school team consisting of the principal, the assistant principal, the coaches, and the UFT representatives also participated in the central training in summer 2013. The school's MOSL (Measures of Student Learning) committee met at the end of August 2013 and reached consensus on the school's MOSL decisions. Supervisors will schedule initial planning conferences with teachers from mid-September to mid-October. At the initial planning conferences, the teachers and the supervisors will discuss the selection of observation options, Danielson Rubrics, review student data, review MOSL assessments the teachers will be held accountable to, discuss professional growth goals, etc. Formal and informal observations will begin in mid-October 2013 and be completed by June 2014.
2. The coaches and supervisors will consult the grade level teacher teams to determine the dates and ways to collect data for the school's MOSL assessments, i.e. Fountas & Pinnell for grades K-2, NYC Performance-based Assessments for grade 3 and NYC Science baseline for grade 4. All MOSL assessments will be scheduled to meet the central's deadlines. A template is developed to collect data. Schedules are developed for teachers to score the assessments. Trainings are provided for coaches by the network, who will turnkeys for the teachers.
3. The school plans to develop a template to record observation findings and provide feedbacks to teachers, which should be fully aligned to Danielson's Rubrics and efficient in use. The same document will also serve as a tool to effectively convey expectations for teaching practice to teachers. The template should be completed before the observations begin in mid-October and shared with all teachers. It will be used throughout the school year.

***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).

- 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;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- 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;
- 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;
- share MOSL assessments and ADVANCE with parents at SLT meetings and PTA meetings.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
N/A										

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<b>By June 2014, instructional technology will be enhanced to support student learning as evidenced by 100% participation of classroom teachers/ESL teachers/RTI teachers in F &amp; P Ipad apps training and alignment of IXL practice to Go Math and CCLS for grades K-5.</b>

### **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.

Nowadays we are often amazed at how technology has changed our life. The changes technology has brought to education are just as amazing. Only 5 years ago, few teachers in the school knew about computers, emails, or Smart Boards. Now every teacher in the school has an Ipad, a laptop, and a desktop. Every teacher checks/sends emails daily. Every classroom is using Smart Board and document camera! The school has invested heavily in both equipment and teacher training. Last year, every teacher was trained in Smart Board and certified by Teq. However, the steps of technology never stop and it goes at a rocketing speed. We need to watch for new products in the market that can effectively enhance teaching and learning and equip our staff with the most up-dated tools.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Fountas & Pinnell Ipad app training and pilot.
2. Align IXL practice items with Go Math Pacing.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. The coaches, the CUNY tech intern, and the vendor will work together to put up a training and pilot program.
2. The coaches will develop the alignment chart for each grade and the parent coordinator and para-professionals will translate them for the parents.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. We will compare the Ipad app with the manual administration of F & P and determine how effective and convenient the app is.
2. For IXL, the system has a built-in tracking feature that can inform us of the students' usage in terms of the CCLS skills they practice and their performance in these skills.

#### **D. Timeline for implementation and completion including start and end dates**

1. The F & P Ipad App training will begin in January and end in March. The pilot will begin in April and end in June.
2. The IXL alignment charts will be completed by the end of November. Reports will be reviewed in May.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. F & P is the assessment tool we use in all grades to assess the reading level of students. For some students, they may be assessed by this tool over 3 times in a school year. F & P is also the state measure for teacher evaluation of grades K-2. Although the tool is an effective assessment for a child's reading level, it is on a one-on-one basis and quite time-consuming. How to administer this assessment in a more efficient way while keeping the accuracy has been the top concern of teachers. The vendor released the Ipad app recently. After testing it, we believe it will enhance the efficiency of testing as well as data processing. We invested in the purchase of Ipad for each teacher in the school and will train the teachers in using the app. We will contact the vendor to seek vendor support as well.
2. IXL is a well-known online math program that enables students to practice math online and at home. Teacher can assign differentiated math work to different students according to their needs. Both parents and teachers can monitor student usage and progress. The product provides numerous math practices in increasing levels focusing on the math skills being taught in grades K-12. The product also aligns the math practice items with CCLS and organizes them by CCLS skills. The school has purchased the product for every family for grades K-5. It was well liked by students and parents. This year we started to implement the CCLS aligned new core curriculum, Go Math. We believe that it would be much more effective if the practice with IXL is aligned with the pacing of Go Math. Therefore, the coaches will work on the alignment work and the alignment charts will be completed, translated, and sent to parents by the end of November. We will also attempt at producing a video clip to be posted at our school's website for parents to see how IXL works and how to use it at pace of and support Go Math.

**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).

- 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;

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
School fund and PTA fund											

**Goal and Action Plan #5**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
N/A

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>AIS (before school) and Afterschool Literacy/Math Intervention Program: Teachers offer differentiated instruction based on individual student needs. Student needs are identified using the following: Fountas &amp; Pinnell Guided Reading Level, Ready Gen Unit Test scores, Teacher Observation, State Test Levels and results from Teacher generated tests. Strategies: Guided Reading, LLI, Wilson Ready Gen Scaffolded Instruction,</p>	<p><i>small group, one-to-one AIS</i> <i>small group, Afterschool Program</i></p>	<p>AIS (before school) 7:50-8:40 a.m.            2<sup>nd</sup> Grade: 29 students            3<sup>rd</sup> Grade: 32            4<sup>th</sup> Grade: 50            5<sup>th</sup> Grade: 40            Afterschool Literacy/Math Intervention Program:            Monday &amp; Tuesday 3:00-5:00 p.m.            1<sup>st</sup> Grade: 30 students            2<sup>nd</sup> Grade: 22            3<sup>rd</sup> Grade: 27            4<sup>th</sup> Grade: 16            5<sup>th</sup> Grade: 16</p>
<b>Mathematics</b>	<p>AIS (before school) Teachers offer differentiated instruction based on individual student needs. Student needs are identified using the following: Baseline and Interim Assessments, Ready Gen Performance Assessments, and State Test Results. Strategies: Reteaching chapter skills in GO Math, using manipulatives, and technology i.e. Library of National Math manipulatives</p>	<p><i>small group, one-to-one AIS</i> <i>small group, Afterschool</i></p>	<p>AIS (before school) 7:50-8:40 a.m.            2<sup>nd</sup> Grade: 29 students            3<sup>rd</sup> Grade: 32            4<sup>th</sup> Grade: 50            5<sup>th</sup> Grade: 40            After School Literacy/Math Intervention Program: Wednesday &amp; Thursday 3:00-5:00 p.m.            1<sup>st</sup> Grade: 30 students            2<sup>nd</sup> Grade: 22            3<sup>rd</sup> Grade: 27            4<sup>th</sup> Grade: 16            5<sup>th</sup> Grade: 16</p>
<b>Science</b>	<p>At risk students will receive intervention during morning AIS program Strategy: guided reading science content, practice science tests for content and experiments</p>	<p>small group</p>	<p>4<sup>th</sup> grade students as needed</p>
<b>Social Studies</b>	<p>Currently have no students identified as at risk in Social Studies. However, the school has purchased the services of Symphony Space which is a Global Arts, Cultural Literacy &amp; Heritage Program which will present World Dances and Cultural Studies. This</p>	<p>Grades 1-5</p>	<p>during the school day            Grade 1: 32            Grade 2: 27            Grade 3: 57            Grade 4: 59            Grade 5: 58</p>

	culminates in a school wide Cultural Festival.		
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p><b>Guidance Counselor:</b> Strategies: services focusing on study and test taking skills, promoting successful student transitions from grade to grade, teaching student’s mediation and conflict resolution, PBIS, encouraging positive motivation and facilitating access to community resources. Guidance sessions are geared toward the six pillars of character: trustworthiness, respect, responsibility, justice/fairness, caring and citizenship.</p> <p><b>School Psychologist:</b> The school psychologist and the School Assessment Team work together to provide interventions before referring a student for a full psycho-educational evaluation. The goal is to use <b>strategies</b> to help students to succeed in the general education classroom setting. The school psychologist conducts classroom observation and works with teachers to monitor student’s progress. Some interventions for students who have academic and behavioral difficulties include: RTI, extra homework supports, out- risk SETSS and counseling service, etc. Interventions should last from four to six weeks. If the student continues to demonstrate academic or behavioral difficulties, then the team should consider student’s needs for a full initial evaluation. We should always</p>	<p>one to one</p>	<p>during school day as needed</p>

	<p>recommend the least restrictive setting for students where their academic and emotional needs can be met.</p> <p><b>Social Worker:</b></p> <p>Educational Related Support Services (ERSS) Counseling provided for at-risk students</p>		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**Our school's hiring practice is guided by our instructional needs and goals. In order to facilitate more flexibility in programming and services, we attempt to hire teachers who have dual or triple licensure in Common Branch, ESL and Special Education. Assignment of teachers is done based on school needs and goals in conjunction with specific teacher talent. All new teachers are expected to participate in a mentor program which is intended to give them ongoing support and address their specific needs. Throughout the year, new teachers are introduced to various administrative and safety protocols. It is suggested that all new teachers review the Danielson Framework for Teaching Components and develop professional goals and action plans according to the Department of Education's guidelines as they being to prepare for the tenure process. With the implementation of the new Teacher Effectiveness Evaluation System, our goal is to continue to develop highly effective teachers at every level. Implementing a new curriculum in ELA, Math, Science and Social Studies, along with rolling out a new teacher evaluation system, aligns our professional development focus with improving teacher practice around planning and implementing the Common Core Learning Standards.**

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Common Planning Time: From Grades 1 through 5, teachers' schedules are programmed with five (5) common preps per week. This allows for extended periods of time to plan together as well as reflect on student work and next steps. It also provides an opportunity for all teachers on a grade to better understand the new curriculum and how it addresses the CCLS and shift in instructional expectations. Unit and lesson planning templates have been designed to assist and support the planning process. Coaches and supervisors are required to co-teach literacy lessons in each of the classes on their grade in order to better support teachers and evaluate programs.**

**One of these periods each week is a mandated planning session with the grade and the respective supervisor or coach. In addition to this time, one of the extended day sessions each week is earmarked for collective planning as well. Classroom paras and out of classroom teachers are invited to this session so that they can support their respective students in meeting the expectations of the class. We also dedicated our Professional Development Day on Election Day to planning with our grade colleagues.**

**Grades 2 through 5 continue their shared inquiry work with Junior Great Books. Use of this program helps to support the continuing implementation of the instructional shift to text dependent questions.**

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**As an SWP school, all of our funding is dedicated to meeting each of the goals in our Comprehensive Educational**

Plan. Please refer to the specific pages outlining our CEP goals beginning on page 3 of this plan for allocation of these funds.

In addition, each year 1% of our Title I funding is dedicated to parental involvement programs. Our Title I committee meets monthly to discuss and plan activities that will provide opportunities for the participation of parents with limited English proficiency, parents of students with disabilities, and parents of migratory children. We stress that parental involvement means the participation of parents in regular, two-way meaningful communication involving student academic learning and other school activities. Trips are organized on extended school holidays to museums, shows, movies, and other areas of interest throughout New York City.

### SWP Schools Only

#### Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

**Each year a Kindergarten Orientation is planned in the June preceding the beginning of the school year to advise parents about the types of programs and curricula that their child will be exposed to when they begin in our school. We provide parents with activities they should work on with their child before they attend school, such as learning letters of the alphabet, numbers, phone numbers, and addresses. During the first two days of school, kindergarten students are only required to stay for a shortened day. The first of these days the children are accompanied by their parents. On the second day, parents do not attend in the classroom, but are welcome to attend a Cool Culture workshop, introducing them to places of interest around New York City that they can go to with their children. This process eases the kindergarten child into the routine and lessens their anxiety about attending school. When parents have indicated their home language is other than English, those Kindergarten children are administered the Lab-R test to assess their English proficiency, and if necessary, are placed in classes where they will receive ESL services. Other testing is completed as part of the Turning 5 process for students who might have special needs such as special education, speech, counseling, occupational therapy and physical therapy. Upon receiving their IEP (individual education plan) students are programmed for these services.**

#### Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**Teachers work with their respective coaches and supervisors to determine the benefit and expected outcome of any kind of testing.**

**Teachers use a number of assessments to gauge their students' progress and performance, including but not limited to New York State ELA and Math Tests, predictive tests in these disciplines, Fountas and Pinnell Benchmark Reading Assessments, unit tests and performance assessments. All student work is also assessed against standards based rubrics.**

**Teachers are encouraged to begin with a baseline assessment at the beginning of the year, and administer interim assessments throughout the year to determine specific needs for each student. In conjunction with the new Teacher Effectiveness Program, Grades K-2 will use the F&P levels as a baseline assessment to judge student progress, and Grades 3-5 will use NYS tests to determine these baseline levels for accountability to the State. As part of our local measure of student learning, our entire school will use the results of the NYS tests to determine progress. .**

### TA Schools Only

#### Use of Program Resources

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

N/A

#### TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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**  
**PS 170 – THE RALPH A. FABRIZIO SCHOOL**  
**SCHOOL PARENTAL INVOLVEMENT POLICY**  
**2013/2014 School Year**

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; Achievement Reporting and Innovation System (ARIS)
- 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; Informative Family Workshops; First Fridays; movie nights
- 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;
- encouraging participation in cultural family field trips during mid – Winter/Spring recess.
- support Cool Culture Program by providing each Kindergarten family with a Cool Culture Pass, that provide free admission to over 90 cultural institutions within New York City.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

**PS 170 THE RALPH A. FABRIZIO SCHOOL**  
**SCHOOL-PARENT-STUDENT COMPACT**  
**2013/2014 School Year**  
**SCHOOL-PARENT COMPACT**

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 is picked up on time at dismissal.
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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.
-

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>170</b>
School Name <b>The Ralph A. Fabrizio School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Zhen Wu</b>	Assistant Principal <b>Dianne Gounardes</b>
Coach <b>Se Wai Lynch</b>	Coach <b>Laura Mirto</b>
ESL Teacher <b>Maria Impagliazzo</b>	Guidance Counselor <b>Noreen Spelma</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Joann Harrell</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Aby Figueroa</b>
Related Service Provider <b>type here</b>	Other <b>A.P. - Dana Parentini</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Testing Coord.- Holli Sainz</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 currently teaching in the ESL program.	<b>13</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>8</b>	Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>939</b>	Total number of ELLs	<b>359</b>	ELLs as share of total student population (%)	<b>38.23%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

#### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
<b>Dual Language</b> <small>(50%:50%)</small>	0													0
<b>Freestanding ESL</b>														
self-contained	3	1	1	1	1	1								8
Push-In														0
<b>Total</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	359	Newcomers (ELLs receiving service 0-3 years)	318	ELL Students with Disabilities	46
SIFE	1	ELLs receiving service 4-6 years	40	Long-Term (completed 6+ years)	

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	319			40						359
Total	319	0	0	40	0	0	0	0	0	359

Number of ELLs who have an alternate placement paraprofessional: 7

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<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: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	6	13	4	7	5								51
Chinese	55	61	39	18	14	25								212
Russian	0	2	0	1	0	0								3
Bengali	0	0	0	0	0	0								0
Urdu	1	1	1	2	2	2								9
Arabic	12	11	16	8	12	7								66
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	1	0	1	0	0	0								2
Albanian	0	2	0	0	0	0								2
Other	8	1	0	1	2	2								14
<b>TOTAL</b>	93	84	70	34	37	41	0	0	0	0	0	0	0	359

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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)	60	9	11	3	6	11								100

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	7	15	21	4	15	11								73
Advanced (A)	26	60	38	27	16	19								186
Total	93	84	70	34	37	41	0	0	0	0	0	0	0	359

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	24	12	2		38
4	21	24			45
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	16	0	10	1	2	2	4	0	35
4	7	1	18	6	6	2	1	4	45
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	4		11	5	12	7	41
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses the Fountas and Pinnell Benchmark Assessment Systems in grades Kindergarten through grade five. This assessment is given to our students three times a year (October, February, and May) to monitor their reading progress. The assessments provide useful information about students' reading behaviors, independent reading levels, oral vocabulary development, and comprehension levels. Our school-wide focus on vocabulary acquisition, syntax development, and reading comprehension are all aimed at raising the number of ELLs who meet the designated literacy benchmark for their grade and to meet grade level Common Core Learning Standards (CCLS). All students are also assessed using Performance-Based Assessments (PBA) from our reading program, ReadyGen. These assessments are administered at the end of each module and are used to assess students' reading comprehension. In grades K-2, the PBA is a writing assessment which incorporates all of the concepts learned from the module. In grades 3-5, the PBA consists of two parts, a writing assignment and a multiple-choice assessment which is similar to the New York State ELA Exam. In addition, our students are assessed in mathematics using chapter and unit assessments from our mathematics program, Go Math! Both of these assessments are aligned to the New York State Common Core Learning Standards. Students in grades 3-5 are also assessed with baseline ELA and Math assessments at the beginning of the year. The results of these assessments are used to identify the needs of our students. They are used to determine eligibility for Academic Intervention Services (AIS) and Response to Intervention Services (RTI). They are also used to guide additional scaffolding in the classroom. This year, every grade meets during one AIS period in the morning and one afternoon preparatory period every week to conduct collective planning with the guidance of an instructional coach or administrator. During this time, assessment results are discussed and analyzed so that our teachers can set instructional goals for our students. Last year we developed a data base which all personnel used to identify and analyze results of students. This data base included current predictive results, Fountas and Pinnell reading levels, and academic interventions for each student. This data base is currently being used by classroom, esl and cluster teachers in order to provide the staff with the latest information about each student.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Upon examination of our overall proficiency, our greatest number of students performed at the Advanced and Intermediate levels in grades 1-5. In kindergarten, the greatest number of students performed at the Advanced and Beginner level. In grades 1-5, only 12 students regressed (moving 1 language level below), while 135 students either moved 1 language level above or stayed at the same level (excluding current 1st grade students and new admits in grades 2-5). These results are consistent with the results reported on the School's Progress report under the heading, "Closing the Achievement Gap." In the 2012-2013 school year, 48.8% of our ELL population made more growth than 75% or higher than the city in ELA. In the 2012-2013 school year, 58.1% of our ELL population made more growth than 75% or higher than the city in mathematics. These patterns show that our instructional practices and approach is successful in supporting our ELL population to acquire English at a consistent rate.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2013 NYSESLAT Modality Set Analysis (RNMR) is unavailable at this time. When the information becomes available, the patterns across the NYSESLAT modalities will be used to determine the areas of need that teachers will focus on and scaffold within the current curriculum. Our current program, ReadyGen provides opportunities for ELLs Information about Annual Measurable Achievement Objectives is used to adjust targeted intervention for ELLs and determine enrichment programs and supplemental programs. As reflected in the School's Progress Report and the performance on the NYSESLAT, the data reveals that our school 1) makes annual increases in the number or percentage of LEP students making progress in learning English; 2) makes annual increases in the number or percentage of LEP students attaining English language proficiency; and 3) makes Adequate Yearly Progress (AYP) in English language arts and mathematics for LEP students under Title I.

4. For each program, answer the following:
  - a. 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?

In grade 4 (current grade 5), 4 out of the 5 students scoring a level 4 in the State Math Exam took the test in their native language. Only 1 student taking the State Math Exam in their native language scored a level 1. The majority of the students taking the State Math

Exam scored a level 2. We will continue to provide native language support and encourage the use of academic language in both English and in the native language to bolster academic progress. Glossaries and dictionaries are handed out and at the beginning of the year all students are permitted to use them during classroom tests. On the State Science Test, 5 out of 11 students taking the test in their native language scored a level 3 and 7 out of 12 students scored a level 4. We did not administer the ELL Periodic Assessment last year.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

In order to ensure that ELLs are not incorrectly identified as having a learning disability, the school follows the RTI framework to provide research-based targeted intervention at three different tiers (levels of intensity) to ELLs at risk of not meeting grade level standards. Long-term ELLs are closely monitored for adequate progress with the NYSESLAT. If students do not advance to the next language level and do not meet grade level CCLS standards and reading benchmarks, teachers provide scaffolded instruction during small-group instruction in the classroom. If they do not respond positively to small-group instruction in the classroom, they are offered after-school, AIS, or RTI services. Teachers use a combination of assessment results and conference notes to inform their decision to invite students to these supplemental services. For afterschool, teachers identify specific skills/ standards that the students are having trouble with and provide specific instruction based around those skills/ standards. Attainment of these skills/ standards is monitored weekly and recorded on an skills assessment sheet which is reported to the Assistant Principal. ELLs that are identified for Tier II and III RTI services receive instruction using a research-based program such as Wilson, Linda-Moodbell's Visualizing and Verbalizing, or Leveled Literacy Intervention.

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

Not applicable

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Not applicable

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

We use information from several sources to evaluate the success of our ELL programs including the RLAT report from ATS to evaluate (past 3 years) progress on the NYSESLAT, information from the school's annual progress report indicating English Language Learner progress, and reading progress as measured by the Fountas and Pinnel Benchmark System.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

If a first-entrant to NYC schools has a HLIS form that indicates that the child is eligible for testing, the coordinator either fills out and submits an official LAB-R form, along with a photocopy of the student's HLIS to the ESL teacher who services that particular grade or tests the student herself. The form contains all information necessary for the LAB-R scan form, which the ESL teacher uses to create a scan and tests the student within the first ten days of attendance to our school. After testing, the scan is hand-scored by the ESL coordinator and then submitted to our testing coordinator. The LAB-R results are recorded by grade level

on our school's master list. The Home Language Surveys of the eligible students are then photocopied and stored in the ESL Coordinator's office.

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.

After a newly-admitted student has been identified as being eligible for English as a Second Language services, the ESL coordinator sends home copies of the letter which invites parents to attend an ESL orientation workshop (Appendix C), along with a copy of the parent survey and selection form (Appendix D). Our first orientation is held at the end of September, to accommodate the large number of new admits and kindergarten students eligible for ESL services. After the initial orientation, other orientations are held every two to three weeks or on a as-needed basis. Parents who both decline to attend an orientation and neglect to return a filled-out Parent Survey form are invited to future orientations and are called by one of our multi-lingual pedagogues to ensure attendance. We also make the effort to accommodate our working parents by setting up one-to-one meetings before and/or after school to explain the parents' rights and parent choices for available programs. During the first orientation the parents/ guardians are welcomed by the Principal, ESL coordinator, and push-in ESL teachers. During all orientations and one-to-one meetings, the three available programs for ELLs are introduced and explained. The Parent Option DVD is played in the respective languages of the parents/ guardians. Parental rights are discussed, parent brochures are also distributed and explained, and the Parent Option Survey is distributed and filled out. All parents' related documents can be found in the ELL Parent Information Case (EPIC). ESL-related correspondence goes out to parents in both English and their native language when available. During the past few years, we have been able to get Parents Surveys and Selection forms from nearly 100% of our parents/guardians.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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

Most of the entitlement correspondence does not need to be returned, but a system is in place to monitor and record the return of the Parent Survey/Selection form. All such forms are given to the ESL coordinator as soon as they are received. The coordinator then does the following: 1) Makes a photocopy of the Parent Survey/Selection form to file in the main office, 2) Gives the original form to the classroom teacher to place in the child's cumulative folder, 3) Enters the parent's program choice on our new admit's master list, 4) Enters the LAB-R administration date, student eligibility and parent's program choice into the ELPC screen in ATS.

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.

At this time, our school only offers Freestanding ESL. Students that are entitled to services are either placed in a self-contained ESL class or are serviced by an ESL push-in teacher in a non-self-contained ESL classroom. The ESL coordinator provides a class list with each student's language level (as determined by the LAB-R or NYSESLAT) to each self-contained and push-in ESL teacher. The ESL coordinator also schedules the push-in program to ensure full compliance with the mandated minutes per week as per CR Part 154.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL coordinator works closely with the testing coordinator to coordinate the NYSESLAT. They use the RLER report from ATS to determine which students are eligible to take the NYSESLAT. From this report, the testing coordinator creates a spreadsheet for recording which students are present for which sub-sections of the NYSESLAT and which students need to make-up a part of the exam. All push-in teachers are provided a schedule to complete the speaking portion of the NYSESLAT within the testing window.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

In the past few years, the vast majority of the parents/guardians who returned a Parent Survey/Selection form indicated a first choice of Freestanding ESL. In 2007, 10 parents chose bilingual education as their first choice (9%), 4 parents chose Dual Language (2%) as their first choice, and 76 parents chose ESL (89%) as their first choice. In 2008, 6 parents chose Bilingual

Education (8%) as their first choice, 2 parents chose Dual Language (2%) as their first choice and 41 parents chose ESL (90%) as their first choice. In 2009, 5 parents chose Bilingual Education (6%) as their first choice, 1 parent chose Dual Language (3%) as their first choice, and 26 parents chose ESL (91%) as their first choice. In 2010, 0 parents chose Transitional Bilingual Education (0%), 1 parent chose Dual Language (1%) and 46 parents chose ESL (99%) as their first choice. In 2011 1 parent chose Transitional Bilingual Education (1%), 3 chose Dual Language (3%) and 97 chose Freestanding ESL (96%). This year, only 4 parents chose Transitional Bilingual Education and only 3 have chose Dual Language. Even though, some parents have requested Transitional Bilingual or Dual Language services for their children in the past, because of the variety of languages and dialects spoken at our school there are not enough such requests in any one language to open a bilingual class. We will continue to let our parents know of the different choices of language support programs which are available in the New York City school system, so we can look into offering alternative programs if requested by the mandated number of parents. Parent surveys are available at our school for review.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Our ESL program includes self-contained and push-in models. This year we have opened self-contained classes on each grade, with three classes in kindergarten. The students in these classes are taught intense language instruction throughout the day using ESL methodologies. Our second model is a push-in program (see below for a typical student's schedule). Push-in ESL teachers may work in small groups or co-teach with the general education teacher according to the the ELL group size and needs within the class. All our ESL teachers cooperatively plan with the classroom teacher in order to differentiate the literacy lesson to make each lesson comprehensible for our ELL students. The majority of our students are grouped heterogenously, except for two push-in classes which have a concentration of advanced level ESL students. There are 8 self-contained classes and 13 push-in classes, for a total of 21 ESL classes.

#### SECOND GRADE PUSH-IN-SAMPLE STUDENT SCHEDULE

AIS-Small Group Literacy Instruction

Period 1-ReadyGen Block (scaffolded instruction-push-in ESL)

Period 2-ReadyGen Block (writing-push-in ESL)

Period 3-Teacher Prep-Science

Period 4-Math

Period 5-Lunch

Period 6-Science

Period 7-Social Studies

The school schedule has been designed to have five common preps for each grade per week in order to support our push-in models. In addition, during weekly collective planning periods, collaborating teachers analyze their students' data to identify each student's strengths and weaknesses. With this information at their fingertips, teachers then use the data to plan and differentiate instruction to meet the needs of their students.

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)?

In each of our ESL classes, the ESL teacher instructs beginner and intermediate students for 360 minutes per week (8 periods per week) and 180 minutes (4 periods) for the advanced students. (2) push-in ESL teachers service (4) non-self-contained ESL classes in kindergarten, (2) push-in ESL teachers service (6) non-self-contained ESL classes in 1<sup>st</sup> and 2<sup>nd</sup> grade, (2) push-in ESL teachers service (3) non-self-contained ESL classes in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade. All instruction is delivered in English with some native language support for our newcomer students.

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 foster language development and meet the demands of the Common Core Learning Standards.

In addition to the close partnership between classroom and ESL teachers planning and implementing the literacy curriculum, ESL teachers also collaborate with classroom teachers to facilitate academic achievement in the content areas. When an ESL teacher pushes in during Math, Science or Social Studies, lessons are scaffolded to meet the needs of our English Language Learners. Futhermore, all ESL teachers share their expertise in sheltered instruction and other ESL methodologies in order to increase ELL comprehension in the content areas. All teachers at P.S. 170 are required to use best practices and teach language through content. Teachers recognize the need to provide the linguistic means for students to fully and clearly utilize their background knowledge. Teachers have a clear understanding of the cultural and economic backgrounds of the students and use this knowledge to build a strong community of learners. All teachers are also encouraged to use abundant visuals to support

student comprehension and the school's SMARTBoards and IT are increasingly used to shelter content with visual cues and to provide multi-media instruction to address the learning modalities and needs of students. Beginning in November each grade will conduct cross-curricular planning to align the literacy units in ReadyGen to social studies and science concepts to help students gain knowledge of vocabulary and syntax. Teachers use these and other strategies to promote language acquisition and comprehension; in an effort to boost students' CALP skills and help ELLs meet and eventually exceed state standards.

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

Not applicable

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

The ReadyGen program provides ample opportunities for students to practice reading, listening and speaking skills during whole and small group discussions. In every lesson, students listen to a read-aloud of a highly complex text and answer guided close reading questions in which they must refer back to the text to provide textual evidence to support their answers and claims. Students engage in "team talk" routines in which they must directly respond to one another's remarks. Teachers closely observe each student's behaviors and responses during these activities to determine if there is a need to re-teach certain concepts. Time is built into each literacy block for the teacher to provide scaffolded instruction or strategic support. Further support is provided by push-in ESL teachers through the use of visuals, additional vocabulary work, and explicit modeling of "team talk" routines. The ReadyGen program is organized into units of study with 2 modules (module A and module B) per unit. At the end of each module, students take a Performance-Based assessment which includes a writing task which measures their understanding of the concepts taught throughout that particular module. The PBAs are evaluated using standards-based rubrics and the results and trends are discussed during collective planning periods.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Newcomers, long-term ELLs, SIFE, and eligible Special Education students all receive ESL services at P.S. 170. Instructional differentiation is essential for the successful management of such a diverse population. Recently-arrived ELLs are placed in one of our self-contained or push-in ESL classes, where the ESL teacher can provide intensive one-on-one and small group instruction on a daily basis. For newcomer students, ELL teachers ensure that students receive a balance of foundational and conceptual instructional. Students are exposed to rigorous work while being supported in the areas of phonics and foundational reading. Teachers look closely at the guided close reading questions provided by the ReadyGen reading program and scaffold these questions for the students. By scaffolding the questions, teachers are able to keep the integrity of the program in tact and promote higher order thinking. These newcomers are assigned a language buddy to help them become acquainted with school routines and student expectations. Teachers of ELLs receiving 4 to 6 years of service, closely examine the areas of need within the four language modalities to provide targeted instruction. For former ELLs, teachers ensure that vocabulary acquisition and proficiency in language conventions is maintained. Teachers receive a report of who has recently tested proficient. We do not have students that have completed 6+ years of service.

7. 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?

All teachers of ELLs-SWDs are required to review each student's IEP (Individualized Educational Plan) at the beginning of the year. Teachers of ELLs-SWDs follow the principles of Universal Design for Learning (UDL) to give all individuals equal opportunities to learn. They provide students with multiple means of representation, action and expression and engagement. Teachers also evaluate the learning barriers preventing students from accessing the curriculum and work systematically to remove those barriers. For literacy they focus on using the Scaffolded Strategies Handbook provided by the ReadyGen reading program to unlock the meaning of complex text and provide multiple entry points. The Handbook also includes activities and routines to support reading, writing, speaking and listening, and vocabulary acquisition. For mathematics, teachers refer to the Go Math! ELL Activity Guide, Enrich Book, and Re-teach Book to support ELL-SWDs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses the CORE checklist to ensure that ELL-SWDs are flexibly programmed in the least restrictive environment. Our school uses the the full continuum of special education services to ensure that each ELL-SWDs IEP goals are met. Related service providers, special education teachers, and ESL teachers work together to ensure that students are receiving all mandated services in the general education classroom except where the IEP indicates a separate location. Our self-contained and push-in model

support our efforts to educate students within the least restrictive environment.

**Courses Taught in Languages Other than English **

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

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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

9. 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.

P.S. 170 has a wealth of intervention programs for ELL students who need additional academic support. Our newcomers and long-term ELLs are encouraged to attend the 37.5 minute AIS sessions, as well as one of the several after-school Title III programs that prepare ELLs for state tests. We have also implemented two new intervention programs for grades 3-5. One focuses on helping students meet the standards in ELA and the other focuses on math. ESL students who have been receiving services for three or more years who have not met the standards are included in the program. All special education ELLs receive academic intervention services as needed and as dictated by their IEPs. We provide ICT classes for grades K-5, and other related services for students in all grades. Our reading and writing program is based on our primary reading program, ReadyGen. During our academic intervention periods, such as morning AIS, we have developed small group instruction which helps our English Language Learners who have not been able to meet the performance standard in reading comprehension and writing. The reading skills and vocabulary are presented using Science and Social Studies themes. Last year we incorporated a push-in ESL Through the Theatre Arts program which we continue to have. The students work on plays as a genre and develop their own plays for a performance to help our ELL students with their listening, speaking, reading and writing skills.

Our English Language Learners are invited to our afterschool literacy and math programs, which focuses on improving students' reading, writing and math skills in grades 1-5. In the spring, they also will be giving students extra training in passing the annual NYSESLAT exam.

Many of our recently proficient ELLs (2 years) have been placed in our self-contained and push-in model classrooms. We have found in recent years that the recent proficient ELLs need the additional support and excel with the specific differentiated instruction which is prevalent in these classrooms. Our proficient students in grades 3, 4, and 5 also receive small group reading instruction from our literacy intervention programs and our Theater program. This year we will include many of our proficient ELLs in our afterschool intervention and enrichment programs for additional academic support. Beginner level newcomers and long-term ELLs in grades 3-5 also participate in our Innovative and Intensive ESL Program which is taught by (2) ESL teachers. This is a supplemental program designed to promote the foundations of language acquisition. The teachers use an intensive ELL literacy program published by Santillana called, "Spotlight". They also receive explicit and systematic phonics instruction using Foundations.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

After reviewing the Performance-Based Assessments and bi-weekly ReadyGen-based comprehension tests, it has been shown that writing and reading comprehension has improved. For example, a recent assessment in reading comprehension based on a ReadyGen anchor text showed that (4) 2<sup>nd</sup> grade classes with ELLs received a median score ranging from 60-80%. In the past, median scores on comprehension tests ranged from \_\_. In addition to assessment results, teachers have observed a marked improvement in the use of academic vocabulary during classroom discussions. As part of the ReadyGen program, students must remark on one another's statements and answer close reading questions using textual evidence during whole and small group discussions.

11. What new programs or improvements will be considered for the upcoming school year?

This year we are implementing the CCLS aligned reading program, ReadyGen for the whole school. Having a high standard for all students including ELLs and former ELLs will help them meet and/or exceed the CCLS. Since ReadyGen is a new program, we will continue to use it as our primary reading program and evaluate its effectiveness by looking closely at State exam results.

12. What programs/services for ELLs will be discontinued and why?

We have discontinued the use of National Geographic's Reach Program for the self-contained ESL classes and no longer use the Treasures Reading Program in non-self-contained ESL classes. We have adopted the city-approved, CCLS aligned reading program, ReadyGen for the whole school.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs identified in need of additional support are invited to after-school programs. Invitations are translated into three major languages (Spanish, Chinese, and Arabic) to promote participation. ELLs in (7) self-contained ESL classes and (4) push-in classes participate in ESL Through the Theater Arts. ELLs participate in the annual Cultural Festival and learn dances from around the world.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

Last year, the whole staff received training in using SmartBoard Technology. Teachers learned how to create dynamic, interactive lessons incorporating visual and audio components to support ELLs. Teachers also use mini-laptops during small-group instruction to provide students with access to the internet to research topics. We also have a program entitled, "Literacy in Science Exploration" which emphasizes the use of software tools such as, PowerPoint to create presentations on science topics. All ELLs have access to Reading A-Z.com and IXL.com at home and in school to practice standards based concepts in literacy and mathematics. Reading A-Z.com has a unique feature which lets students record themselves reading a book. Teachers can listen to the recording and take a running record to note the student's reading behaviors. Every class in kindergarten and 1<sup>st</sup> grade also have 5 iPads which is used during small group instruction to support ELLs. Teachers research and share applications that promote language acquisition. Teachers and related service providers of ELL-SWDs also use iPads during small group instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Students have access to one-to-one glossaries for math in Spanish, Chinese, and Arabic. Bilingual dictionaries are also provided in most of the languages represented in the school including Spanish, Chinese, Arabic, Burmese, Greek, Urdu, Russian, and Turkish. (4) ESL teachers also speak Cantonese or Mandarin and provide native language support in the beginning of the year to help newcomer students adjust to their new learning environment. The ReadyGen program also provides a list of Spanish cognates for the vocabulary presented in each anchor text. This list is provided to students that are literate in Spanish. Students are also assigned language buddies at the beginning of the year.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services are age-appropriate. Students are grouped by grade and language level. We do not group students across grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the beginning of the school year a comprehensive kindergarten orientation is held to explain the rules, routines, and expectations of the school. There is a special emphasis on helping ELLs orient to their new educational environment. Parents/Guardians are able to look inside a kindergarten classroom and speak with a kindergarten teacher. Newly enrolled ELLs enrolled throughout the school year participate in the ESL Through the Theater Arts Program to develop literacy skills and accelerate their oral language skills. Every year we also hold a Cultural Festival, which newly enrolled students participate in. Students learn dances and study countries around the world to enrich their background knowledge. This effort is all in part to foster a feeling of community. Families of newly enrolled students also work with the parent coordinator to learn about different community organizations, afterschool programs, school expectations, and the Common Core Learning Standards.

18. What language electives are offered to ELLs?

Not applicable

19. For schools with dual language programs:

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

Not applicable

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

### Professional Development

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

- \* NYSITELL Training – Administering and Scoring the NYSITELL
- \* Implementing UDL in the Classroom
- \* CF609 Series of Workshops on Inclusive Education
- \* Weekly Collective Planning Across all Grades to Adapt ReadyGen

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

- \* Academic Literacy for ELLs Aligned to CCSS: Reading and Writing Informational Text
- \* Implementing Successful Classroom Practices for the Academic Achievement of ELLs Academic Vocabulary for ELLs
- \* Using ELL Data to Drive Instruction: Incorporating the language of ELA Exams into our Daily ESL Instruction
- \* Effective Strategies in Literacy Instruction for ELLs

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

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

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

We also provide our staff, students and parents with support as the fifth graders transition from elementary school to the middle school environment. We provide our 5th grade students with a push-in program which focuses on life-skills and character development. This program helps the teachers and students who are dealing with some challenging situations which may come up throughout the year. Our guidance counselor provides an at-risk guidance program, both pull-out and push-in, which also help students cope with these issues. In addition, she provides information, assistance and support for students and parents with the Middle School application process. She communicates with parents during Parent-Teacher conferences, sending e-mail and written correspondence. She encourages parents and students to visit the schools during their Open Houses, to experience the environment of the school. This year, we will be inviting the fifth grade parents along with the fifth grade students to explain the application process and the Middle School experience. At this meeting, we will be inviting our neighborhood feeder schools to speak with the students and parents about

their school and programs available. Our students even take a trip to McKinley Middle School, so the students can experience the middle school environment for themselves.

#### **D. Parental Involvement**

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

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

In addition, we are continuing our monthly Parents' Reading Program, where our parents are invited into the school on the first Friday of each month to read books to their children. Our parent coordinator, Abigail Figueroa, has been instrumental in developing a multi-cultural and bilingual library so our parents can borrow books to read to their children at home. This year we will continue our parent workshops, which include the following topics:

- Learning Leaders Training: Training parents to assist in the classroom
- Learning About the IEP Process
- How to Help Your Child Love Reading K-3
- Special Education Overview
- Literacy Night for Kindergarten through Grade 2
- Understanding the Middle School Application Process (Grade 5 students and parents)
- Multi-Cultural Fair - Parents view students' work, presentations and sample multi-cultural foods from around the world.
- Professional Development on Cultural Center Passes-Kindergarten parents were given cultural center passes. We intend to extend professional development to the Kindergarten parents as well as the Kindergarten teachers. This PD will explain how and where to use these passes in order to best serve the needs of our parents and children.

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

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

#### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Ralph A. Fabrizio School**

**School DBN: 20K170**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zhen Wu	Principal		1/1/01
Dianne V. Gounardes	Assistant Principal		1/1/01
Abigail Figueroa	Parent Coordinator		1/1/01
Maria Impagliazzo	ESL Teacher		1/1/01
Joann Harrell	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Se Wai Lynch	Coach		1/1/01
Laura Mirto	Coach		1/1/01
Noreen Spelman	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Dana Parentini	Other <u>Assistant Principal</u>		1/1/01
Holli Sainz	Other <u>Testing Coordinator</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 20K170 School Name: The Ralph A. Fabrizio School

Cluster: 6 Network: 609

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

### **Part A: Needs Assessment Findings**

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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.

The need assessment was done through the following:

- a. ATS Home Language Report
- b. Parent surveys
- c. PTA meetings
- d. Conversation with the parent coordinator
- e. Conversation with the School Assessment Team

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

The largest language groups in the school by size are: Chinese (212) (including Cantonese, Mandarin, and Chinese any), Arabic (66), Spanish (51), and Urdu (9)

- Most of the minority parents need both oral and written translation
- The school translated all school correspondences last year in Chinese, Arabic, and Spanish
- The school does have staff who can translate school documents into Chinese, Arabic, and Spanish.
- Language is the major barrier for parent involvement
- We have discussed the findings at school cabinet meetings, PTA executive board meetings, and school leadership team meetings.
- We have announced the findings and what we plan to do in the PTA monthly meetings.

## Part B: Strategies and Activities

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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.

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

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

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

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

### Part C: Professional Development

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

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

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

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

### Part C: Professional Development

writing. Date and times to be determined.

### Part D: Parental Engagement Activities

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

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

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

In addition, we are continuing our monthly Parents' Reading Program, where our parents are invited into the school on the first Friday of each month to read books to their children. The parent coordinator makes an effort to provide copies of bilingual storybooks to be read by the parents of ELLs. Our parent coordinator, Abigail Figueroa, has been instrumental in developing a multi-cultural and bilingual library so our parents can borrow books to read to their children at home. This year we will continue our parent workshops, which include the following topics. The materials for every workshop is translated into the three major languages represented in the school (Spanish, Arabic and Chinese). Translators for each of the three major languages is provided as well:

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

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

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

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

**Part D: Parental Engagement Activities**

common cold and the flu.

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

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

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

**Part E: Budget**

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

Allocation Amount: \$0

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

**Part E: Budget**

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

Allocation Amount: \$0

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