Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

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 Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Zhen (Tony) Wu	*Principal or Designee	
Austin Perilli	*UFT Chapter Leader or Designee	
Rasha Soliman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Maria Strongilis	Member/ SLT Chair/UFT	
Katy LoBasso	Member/ SLT Secretary/UFT	
Najieh Attal Diab AnneMarie Spota Danielle Scarangello	Member/ Teachers, UFT	
Deborah Valdiva Jeehan Alwan	Member/ Parents	

Hui Ling Wu Hui Lin Huang Oltiana Isufi		
Audra Salhany-Flannery	Member/ Parent – Pending election	
	Member/	

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

- 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).

Guidance for Developing 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.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.

- 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	
X on file	**School Leadership Team Signature Page**
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ 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)
x	**Academic Intervention Services (AIS)**
x	**Title I Plan (Only for schools receiving Title I funding)**
x	**Parent Involvement Policy (PIP)**

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.

Goal # 1

By June 2015, the number of level 1 and 2 students in both ELA (183) and Mathematics (140) will be reduced by 30% (54 out of 183 for ELA and 42 out of 140 for math) as evidenced by the 2015 NYS test results as well as NYC promotion portfolios.

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.

We analyzed the 2013-2014 state test results of English Language Arts and Mathematics through the Item Analysis Tool provided by DoE and through looking at the student work samples. Although our ELA has increased by 3.4%, only 37% achieved the proficient level (level 3 or 4). The analysis indicated that our students need to do better in comprehending texts of complexity and in writing from sources. For mathematics, 58% of our students achieved the proficient level, which was above the city's average. However, we need to face the fact that we still have 42% of the students scoring below level 3. The analysis revealed that we need to focus on math problem solving.

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. Teacher teams will identify level 1and 2 students in both ELA and Mathematics through analysis of the 2013-2014 state test results.
2. Through analysis of case studies on the identified students, teacher teams will determine the causes for their low performance and identify trends and patterns of student needs.
3. Based on the findings, teacher teams will make modifications to the curriculum and adjustments to their teaching practices to address the needs of the students.
4. Identified students will receive additional support through Response to Intervention (RTI) and after school intervention programs.
5. A math cluster will be created to support problem solving skills, which has been an ongoing student need for the school.
6. Teacher teams will be engaged in inquiry work during the extended day professional development sessions to analyze benchmark assessment data, look at student work, revisit and improve teaching practices.
7. During extended day parent engagement sessions we will inform parents of student progress and provide them with the necessary tools to support

student learning at home.

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

1. Teacher teams of all grades, cluster teachers, regular and F-status RTI teachers, coaches, and school administration
2. Teacher teams of all grades, cluster teachers, regular and F-status RTI teachers, coaches, and school administration
3. Teacher teams of all grades, cluster teachers, regular and F-status RTI teachers, coaches, and school administration
4. Teacher teams of all grades, cluster teachers, regular and F-status RTI teachers, coaches, and school administration
5. Math cluster teacher, coaches, and school administration
6. Teacher teams of all grades, cluster teachers, regular and F-status RTI teachers, coaches, and school administration
7. Teacher teams of all grades, cluster teachers, regular and F-status RTI teachers, coaches, and school administration

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

1. Student progress will be reviewed through benchmark assessments such as unit/chapter/module assessments. At least 30% of the targeted students should be on track to meet the goal by June.
2. Student progress will be reviewed through benchmark assessments such as unit/chapter/module assessments. At least 30% of the targeted students should be on track to meet the goal by June.
3. Student progress will be reviewed through benchmark assessments such as unit/chapter/module assessments. At least 30% of the targeted students should be on track to meet the goal by June.
4. RTI has an evaluation protocol for every 6-week cycle to make sure the students working towards the pre-determined exit standard
5. Student progress will be reviewed through benchmark assessments such as unit/chapter/module assessments. At least 30% of the targeted students should be on track to meet the goal by June.
6. Student progress will be reviewed through benchmark assessments such as unit/chapter/module assessments. At least 30% of the targeted students should be on track to meet the goal by June. RTI has an evaluation protocol for every 6-week cycle to make sure the students working towards the pre-determined exit standard
7. Parents will be informed about student progress through benchmark assessments such as unit/chapter/module assessments. At least 30% of the targeted

students should be on track to meet the goal by June. RTI has an evaluation protocol for every 6-week cycle to make sure the students working towards the pre-determined exit standard

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

1. The grade level teaching teams will be engaged in the above inquiry work throughout the whole school year from September 2014 to June 2015.
2. The grade level teaching teams will be engaged in the above inquiry work throughout the whole school year from September 2014 to June 2015.
3. The grade level teaching teams will be engaged in the above inquiry work throughout the whole school year from September 2014 to June 2015.
4. The RTI program will be implemented from mid-September 2014 to June 2015 in about five 6-week cycles. The after school intervention program will begin in late October 2014 and end in early April 2015. The program will cover targeted students in grades 2-5.
5. From September 2014 to June 2015.
6. The grade level teaching teams will be engaged in the above inquiry work throughout the whole school year from September 2014 to June 2015. The RTI program will be implemented from mid-September 2014 to June 2015 in about five 6-week cycles. The after school intervention program will begin in late October 2014 and end in early April 2015. The program will cover targeted students in grades 2-5.
7. The grade level teaching teams will be engaged in parent engagement sessions throughout the whole school year from September 2014 to June 2015.

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

1. The grade level teacher inquiry teams will meet on Tuesday morning professional development time (7:45 AM to 8:40 AM). They will review assessment data and look at student work of the targeted students. They will also examine the effectiveness of their instruction against the data analysis and make informed instructional decisions regarding next steps. The RTI teachers and the after school teachers will collect data on the students they serve, tailor their lessons to meet the needs of these students, and assess the students periodically to monitor their progress. Per session hours will be provided to teachers for additional work or for participating in professional learning activities. Curriculum will be selected and purchased for the after school intervention program. Online programs such as IXL, Learning A-Z, and Myon will be purchased for every family of the school community.

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.											
x	**Tax Levy**	**x**	**Title IA**	**x**	**Title IIA**	**x**	**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
The Library Build Learners Grant: $16,000											

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.

Goal # 2

During the 2014-2015 school year, we will develop a culture of collaborative professional learning. During the extended day professional development sessions, teacher teams will identify and plan to promote exemplary instructional practices that are aligned to Common Core Learning Standards and Danielson's Framework for Teaching. The effectiveness of this work will be evidenced in observation reports and teacher/principal effectiveness ratings.

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.

We started the training in Danielson's Framework for Teaching two years ago and we implemented the new teacher evaluation system last year. We did notice shifts in teaching practice towards CCLS in every classroom and observed many exemplary practices in classrooms. However we need to build on what we have learned and achieved and move to the next level. We need to promote best practices across different subject areas and across all classrooms. The new teacher contract has made some important changes to the teacher evaluation system, which created a need for refocusing our professional learning. Feedback from teachers indicated that we need to have a common understanding among teachers, coaches, and supervisors on what are considered exemplary practices that shift instruction toward CCLS and aligned to the Danielson Framework for Teaching.

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. Teacher teams will examine teaching practices for the core subjects through the lens of Common Core Standards and Danielson's Framework for Teaching to identify exemplary teaching practices.
2. Descriptions of the exemplary practices will be created collaboratively by the teacher teams, the coaches, and the supervisors.
3. The implementation of these exemplary practices will be promoted in 3 Peer Learning Cycles through demo lessons and inter-visitations and will be revisited for modifications throughout the school year.
4. Implementation of these exemplary practices will be supported and reinforced through focus coaching and teacher evaluation feedbacks from supervisors.
5. A professional development committee has been created to provide guidance for the school's professional development.

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

1. Our professional learning community consists of grade level teams (horizontal) as well as grade leader meetings across grades (vertical). Teachers will plan and learn collaboratively on Monday morning professional learning time. Demonstration lessons and inter-visitations will be organized for each quarterly cycle. Coaches and supervisors will work as facilitators in the learning process. Per session hours and general supplies will be provided to facilitate the process.

2. Our professional learning community consists of grade level teams (horizontal) as well as grade leader meetings across grades (vertical). Teachers will plan and learn collaboratively on Monday morning professional learning time.

3. Our professional learning community consists of grade level teams (horizontal) as well as grade leader meetings across grades (vertical). Teachers will plan and learn collaboratively on Monday morning professional learning time. Demonstration lessons and inter-visitations will be organized for each quarterly cycle. Coaches and supervisors will work as facilitators in the learning process. Per session hours and general supplies will be provided to facilitate the process

4. Our professional learning community consists of grade level teams (horizontal) as well as grade leader meetings across grades (vertical). Teachers will plan and learn collaboratively on Monday morning professional learning time. Demonstration lessons and inter-visitations will be organized for each quarterly cycle. Coaches and supervisors will work as facilitators in the learning process. Per session hours and general supplies will be provided to facilitate the process.

5. Our professional learning community consists of grade level teams (horizontal) as well as grade leader meetings across grades (vertical). Teachers will plan and learn collaboratively on Monday morning professional learning time. Demonstration lessons and inter-visitations will be organized for each quarterly cycle. Coaches and supervisors will work as facilitators in the learning process. Per session hours and general supplies will be provided to facilitate the process

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

1. In each learning cycle, the teacher teams will identify one exemplary practice aligned to relevant Danielson components. They will plan demonstration

lessons in different subject areas to promote the exemplary practice. They will observe each other's demo lessons and debrief what they have learned.

2. In each learning cycle, the teacher teams will identify one exemplary practice aligned to relevant Danielson components. They will plan demonstration lessons in different subject areas to promote the exemplary practice. They will observe each other's demo lessons and debrief what they have learned.
3. In each learning cycle, the teacher teams will identify one exemplary practice aligned to relevant Danielson components. They will plan demonstration lessons in different subject areas to promote the exemplary practice. They will observe each other's demo lessons and debrief what they have learned.
4. In each learning cycle, the coaches and teachers will identify one exemplary practice aligned to relevant Danielson components. They will plan demonstration lessons in different subject areas to promote the exemplary practice. They will observe each other's demo lessons and debrief what they have learned.
5. During each Learning Cycle, the professional development committee will provide guidance on next steps.

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

1. October –December Cycle I, January to March Cycle II, and April – June, Cycle III
2. October –December Cycle I, January to March Cycle II, and April – June, Cycle III
3. October –December Cycle I, January to March Cycle II, and April – June, Cycle III
4. October –December Cycle I, January to March Cycle II, and April – June, Cycle III
5. October –December Cycle I, January to March Cycle II, and April – June, Cycle III

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

1. See C. Supervisors observations during each cycle will also focus on the Danielson's component the teachers select and provide feedback to teachers to improve their practice.

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

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.

Goal # 3

By June 2015, all grades 1and 2 students who are reading below grade level (55 in total as of end of September 2014) will receive at least one cycle (6 weeks) of Response to Intervention Service and at least 50% (27 students) will be reading at grade level by the end of the school year.

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.

We have a large population of English language learners (36%) and most of them entered the English school system in early childhood years. Besides their limited English proficiency, many of them are also insufficient in prior schooling. Therefore, we have a significantly large percentage of early childhood children who are reading below grade level. Research in reading recovery indicates that first grade is the key year for children who struggle with reading to "recover" and after first grade it becomes much more difficult for them to catch up with their peers.

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. A baseline Fountas and Pinnell Benchmark Assessment will be administered in September to identify students in grades 1 and 2 who are reading below grade level.
2. The school will align financial and human resources to create four RTI teaching positions to provide services to all identified students.
3. The school will provide training to the new RTI staff in research-based reading intervention programs such as Wilson, Orton Gillingham, Lindamood-Bell, and Leveled Literacy.
4. Periodic RTI student progress reports will be provided to and conferences will be scheduled with parents to inform them of their children's progress.

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

1.Two full time and two F-status RTI teachers are funded to provide RTI service to about 50 students who are struggling in reading primarily in grade 1. Funding is also provided to train teachers in Wilson, F & P, Lindamood Bell, and Orton Gillingham, etc. and to purchase intervention materials. The

network also provides trainings in RTI.

2. Two full time and two F-status RTI teachers are funded to provide RTI service to about 50 students who are struggling in reading primarily in grade 1. Funding is also provided to train teachers in Wilson, F & P, Lindamood Bell, and Orton Gillingham, etc. and to purchase intervention materials. The network also provides trainings in RTI.

3. Two full time and two F-status RTI teachers are funded to provide RTI service to about 50 students who are struggling in reading primarily in grade 1. Funding is also provided to train teachers in Wilson, F & P, Lindamood Bell, and Orton Gillingham, etc. and to purchase intervention materials. The network also provides trainings in RTI.

4. Two full time and two F-status RTI teachers are funded to provide RTI service to about 50 students who are struggling in reading primarily in grade 1. Funding is also provided to train teachers in Wilson, F & P, Lindamood Bell, and Orton Gillingham, etc. and to purchase intervention materials. The network also provides trainings in RTI.

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

1. Program Protocol and criteria have been established for admission, exit, assessments, and progress reports for parents.
2. Program Protocol and criteria have been established for admission, exit, assessments, and progress reports for parents.
3. RtI teachers will be sufficiently trained in and capable of administering the programs used when assessing and working with students.
4. Program Protocol and criteria have been established for admission, exit, assessments, and progress reports for parents.

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

1. The grade level teaching teams will be engaged in the above inquiry work throughout the whole school year from September 2014 to June 2015. The RTI program will be implemented from mid-September 2014 to June 2015 in about five 6-week cycles.
2. The grade level teaching teams will be engaged in the above inquiry work throughout the whole school year from September 2014 to June 2015. The RTI program will be implemented from mid-September 2014 to June 2015 in about five 6-week cycles.
3. The grade level teaching teams will be engaged in the above inquiry work throughout the whole school year from September 2014 to June 2015. The RTI program will be implemented from mid-September 2014 to June 2015 in about five 6-week cycles.
4. The grade level teaching teams will be engaged in the above inquiry work throughout the whole school year from September 2014 to June 2015. The RTI program will be implemented from mid-September 2014 to June 2015 in about five 6-week cycles.

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

1. See A, B, C, D

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

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.

Goal # 4

By June 2015, teachers will have held at least four individual conferences with the parents of all identified at risk students to support their parents in supporting their children at home as evidenced by appointment records, parent signatures, and meeting notes.

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.

As a Title I school with 90% free lunch rate, our parents are working parents with comparatively less resources. Many of them do not speak English and have little knowledge of the public school system. However, our parents are caring parents and are eager to help with their child's education. The need to communicate with and provide support to our parents remains one of our top priorities all these years. This year, the 40 minutes per week provided by the new UFT contract for teachers to work with the parents creates an unprecedented opportunity to address this need.

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. The school will provide teachers with time in the weekly 45-minute parent engagement sessions to prepare for or hold individual parent conferences. Teachers will also have flexibility of scheduling such conferences at their and the parent's mutual convenient time.
2. Such conferences may include out of classroom and support staff such as cluster teachers, RTI teachers, ESL teachers, related services providers, guidance counselors, and/or school dean/supervisors
3. Data support will be provided to both teachers and parents so that they will have a clear picture of their child's performance and progress.
4. The school will provide translation service if the language is spoken by any staff members.

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

1. Teachers, coaches, and administration will be engaged in developing materials and activities for parent support in addition to parent-teacher conferences.
2. Teachers, coaches, and administration will be engaged in developing materials and activities for parent support in addition to parent-teacher conferences.
3. Teachers, coaches, and administration will be engaged in developing materials and activities for parent support in addition to parent-teacher conferences.

4. Teachers, coaches, and administration will be engaged in developing materials and activities for parent support in addition to parent-teacher conferences.

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

1. The school has developed a record template for teachers to document their parent support activities and supervisors will monitor the data input provided by the templates and provide feedback and suggestions for the teachers.
2. The school has developed a record template for teachers to document their parent support activities and supervisors will monitor the data input provided by the templates and provide feedback and suggestions for the teachers.
3. The school has developed a record template for teachers to document their parent support activities and supervisors will monitor the data input provided by the templates and provide feedback and suggestions for the teachers.
4. The school has developed a record template for teachers to document their parent support activities and supervisors will monitor the data input provided by the templates and provide feedback and suggestions for the teachers.

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

1. Lists of at risk students are collected at the first report card period and the 4 individual parent conferences will be scheduled every month after November.
2. Lists of at risk students are collected at the first report card period and the 4 individual parent conferences will be scheduled every month after November.
3. Lists of at risk students are collected at the first report card period and the 4 individual parent conferences will be scheduled every month after November.
4. Lists of at risk students are collected at the first report card period and the 4 individual parent conferences will be scheduled every month after November.

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

1. See A, B, C, D.

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

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.

Goal # 5

A new series of Junior Great Books with the themes and focuses on character education will be introduced during the school year 2014-2015 to nurture a school environment in which character values such as being respectful, caring, trusting, and responsible are being upheld. The impact of the program will be evidenced by student self-evaluations in accord with a rubric for expected behavior and will be measured by a school-wide survey with a goal of achieving 85% satisfactory rate.

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 importance of character education has been widely recognized in recent years. We believe strongly in character building and would do everything possible to educate every student in our school to be caring, respectful, and responsible. We also believe that a successful character education program will have a positive impact on student learning.

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. School budget will align financial resources for the purchase of the curriculum.
2. Teachers of grades 2-5 will structure their program to fit in two periods per week for the Junior Great Books Program.
3. During the Shared Inquiry Discussions, teachers will not only facilitate an in-depth discussion on the focus questions but also help students link the discussion to their life in school.
4. Based on their discussions at the Junior Great Books lessons, teachers and students will develop a rubric for expected behavior.
5. Self-evaluations based on the rubric will be conducted twice in a year. Results will be used to guide future plan on character education.
6. Other character education activities such as assembly and lunch time programs will be planned and conducted throughout the school year.

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

1. School Administrators.
2. Besides the teachers, the two guidance counselors, the parent coordinator, and the school dean will also contribute to character education by planning and conducting assembly and lunch time programs.
3. Besides the teachers, the two guidance counselors, the parent coordinator, and the school dean will also contribute to character education by planning and conducting assembly and lunch time programs.
4. Classroom teachers and students.
5. Besides the teachers, the two guidance counselors, the parent coordinator, and the school dean will also contribute to character education by planning and conducting assembly and lunch time programs.
6. Besides the teachers, the two guidance counselors, the parent coordinator, and the school dean will also contribute to character education by planning and conducting assembly and lunch time programs.

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

1. Effectiveness of the character education program will be reviewed at monthly School Leadership Team meetings. A survey will be developed to collect feedback from parents, students, and teachers to monitor the effectiveness of the program.
2. Effectiveness of the character education program will be reviewed at monthly School Leadership Team meetings. A survey will be developed to collect feedback from parents, students, and teachers to monitor the effectiveness of the program.
3. Teacher observation reports.
4. Effectiveness of the character education program will be reviewed at monthly School Leadership Team meetings. A survey will be developed to collect feedback from parents, students, and teachers to monitor the effectiveness of the program. Rubrics will be developed.
5. Effectiveness of the character education program will be reviewed at monthly School Leadership Team meetings. A survey will be developed to collect feedback from parents, students, and teachers to monitor the effectiveness of the program.
6. Effectiveness of the character education program will be reviewed at monthly School Leadership Team meetings. A survey will be developed to collect feedback from parents, students, and teachers to monitor the effectiveness of the program. Schedule of assemblies will be created.

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

1. Throughout the 2014- 2015 school year.
2. Throughout the 2014- 2015 school year.
3. Throughout the 2014- 2015 school year.

4. Throughout the 2014- 2015 school year.
5. Throughout the 2014- 2015 school year.
6. Throughout the 2014- 2015 school year.

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

1. See A, B, C, and D.

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.

x	**Tax Levy**	**x**	**Title IA**	**x**	**Title IIA**	**x**	**Title III**		**Set Aside**		**Grants**

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

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	**Response to Intervention (RtI):** Four teachers (two full time and two F-status) are dedicated to providing intervention services to students who are struggling with reading. Teachers use research-based programs such as Wilson and Lindamood-Bell to help students decode and understand text. Students are frequently assessed to determine progress and next instructional steps. RtI teachers also regularly articulate with classroom teachers and parents. **Literacy Intervention Program:** Students are selected for the program based on assessments such as Fountas and Pinnell Reading Assessment, ReadyGEN Unit Assessments, The NY State ELA test results as well as teacher recommendations. The program assists students with reading comprehension as well as writing about texts. Teachers are currently using a variety of resources to assist students with these tasks. Teachers use guided reading with leveled texts to support students in these areas.	**RtI:** Small group instruction. Maximum 4 students. **Literacy Intervention Program**: Small group instruction. Maximum 13 students.	**RtI**: Monday through Friday During the School Day 1st Grade: 55 students 2nd Grade: 7 students 3rd Grade: 19 students 4th Grade: 13 students **Literacy Intervention Program** Mondays and Tuesdays 3:00 – 5:00 pm 2nd Grade: 24 students 3rd Grade: 25 students 4th Grade: 24 students 5th Grade: 23 students
Mathematics	**Math Intervention Program:** Students are selected for the program based on assessments such as GO Math mid-chapter and end of chapter	Small group instruction	Wednesdays and Thursdays 3:00 - 5:00 pm 2nd Grade: 12 students 3rd Grade: 13 students

	assessments, NY State Math test results as well as teacher recommendations. Teachers use direct instruction to teach conceptual ideas and strategies. Students work in small groups to solve performance tasks. Students also work with partners to play math games to reinforce computational fluency.		4th Grade: 12 students 5th Grade: 12 students
Science	At risk students will receive intervention embedded in after school program Strategy: guided reading science content, practice science tests for content and experiments	Small groups	Grade 4 students as needed
Social Studies	Currently we have no students identified as at risk in Social Studies. However, the school has purchased the services of Music in Neighborhood, which is a Global Arts, Cultural Literacy & Heritage Program which will present World Dances and Cultural Studies. This culminates in a school wide Cultural Festival.	Grades 1-5	During the school day Grade 1: 32 Grade 2: 27 Grade 3: 57 Grade 4: 59 Grade 5: 58
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Our guidance counselors and related service providers frequently conduct informal observations for students who have academic difficulties. The related service providers provide suggestions and strategies to classroom teachers and students to help improve outcomes before a referral for evaluation. The guidance counselors help students become responsible for the timely completion of school work. They help students set reasonable goals that they can achieve. They also help students express themselves in class and socialize	Guidance: 15 students Speech: 4 students	*During school day, pull-out in small groups in the guidance room.*

	appropriately with their peers. The speech teachers assist students with receptive and expressive language. The occupational therapist assists students with focusing issues and writing delays.		

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.					
x	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

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 invited to attend many workshops planned specifically for them. For example, we held workshops about school policy, record keeping and classroom management. New teachers are encouraged to 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. Our professional development plan always includes opportunities for all teachers to participate in professional learning communities and workshops that help them improve their practice through planning and implementing the Common Core Learning Standards in all subjects. For example, teacher teams regularly select lessons to plan together using the Framework for Teaching as a guide. One teacher presents the lesson while colleagues observe students and the teacher during the lesson. Teacher teams then reflect on the lesson by discussing their observations and evaluating student outcomes. Our goal is to continue to develop highly effective teachers at every level as evidenced by the teacher observation system, ADVANCE.

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).
Our professional development plan focuses on the professional learning community as a structure in which teacher teams plan, observe and reflect on best practices to help all students meet the CCSS. This is our second year implementing new CCLS-aligned curricula. Teachers continue to modify and refine lessons so that the instructional shifts to the CCLS are being met. Teacher teams select key lessons from curricula and select one or two components from the Framework for Teaching in which to assist planning lessons collaboratively. All teachers on the team observe the lesson being taught. Teachers then have the opportunity to study student work samples to determine if the goals of the lesson were met. Based on their reflection, teachers will then discuss implications for student tasks and practice for future lessons. The professional learning communities also use an inquiry approach in which to evaluate student work across the grade. For example, teacher teams review the end of unit assessment item analysis for the grade to determine which questions presented a challenge to many students. Once the team identifies the challenging problems, they look at student work samples to identify students' strengths and next steps. Based on the findings, the team will refine future lessons to improve students' outcomes.

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 parent 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. This year, we have held many workshops for parents including one about Response to Intervention. Each month, we host, "First Fridays," in which parents are invited to their child's class to read books with groups of students. All of these activities encourage parents to participate in regular, two-way meaningful communication involving student academic learning. Another way we foster parental involvement is through trips during extended school holidays. Trips with students and parents are organized to go 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.).
Every year, we host a kindergarten orientation in June preceding the beginning of the school year to advise parents about the types of programs and curricula that their child will have in kindergarten. We provide parents with activities for their child to do before they attend school, such as learning letters of the alphabet and numbers. We also request that parents help their children recall their phone numbers and addresses. During the first two days of school, kindergarten students are only required to stay for a shortened day. On the first day, children are accompanied by their parents for an assembly about school routines. On the second day, parents accompany their children in the classroom. Parents assist while children learn classroom routines and expectations. This process eases kindergarten students into the routines and lessens their anxiety about attending school. When parents have indicated their home language is other than English, students are administered the NYSITELL to assess their English proficiency, and if necessary, are placed in classes where they receive ESL services. This year, all kindergarten classes have teachers with dual or triple licenses in Common Branches, ESL and/or Special Education. Other testing is completed as part of the Turning Five process for students who have special needs. Upon receiving an Individual Education Program (IEP), students receive appropriate services, such as speech, occupational and/or physical therapy. Each month, kindergarten families are invited to participate in our, "Fun Fridays." To help cultivate the love of reading, parents visit their child's class and read books to groups of students. After the class visits, parents are invited to stay for informative workshops. Each year, we purchase Cool Culture cards for every family of kindergarten students. This pass allows families to visit over 90 cultural and historic places of interest around New York City. We will monitor participation through two parent surveys administered throughout the school year.

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 instructional coaches and supervisors to determine the benefit and expected outcome of testing. Teachers use a number of assessments to gauge their students' progress and performance, including but not limited to predictive and formative assessments in ELA and Math, the New York State ELA and Math Tests, Fountas and Pinnell Benchmark Reading Assessments, unit tests and performance tasks. All student work is also assessed against standards-based rubrics. Teachers begin with a baseline assessment at the beginning of the year and administer assessments throughout the year to

determine specific needs for each student. Teacher teams regularly meet to review student assessment and work to identify trends and plan next instructional steps.

TA Schools Only

Use of Program Resources

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

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.

Parent Involvement Policy (PIP) Template

PS 170 – THE RALPH A. FABRIZIO SCHOOL
SCHOOL PARENTAL INVOLVEMENT POLICY
2014/2015 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- Teacher 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-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 ,School-Parent Compact, and Parent Survey;

- 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, Parent-Teachers Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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; Test Preparation and technology training to build parents' capacity to help their children at home; Understanding Special Educational and Response to Intervention programs;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- 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 and activities throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, Title I Parent Committee;
- hosting our annual Family Fun Festival, Informative Family Workshops during the Day/Evening, First Fridays;
  Four Family Literacy 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 winter 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 for the entire school year;

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
2014/2015 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation 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 will 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-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.
- .

DBN: 20K170

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.				
Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$810,786.24	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	$148,830.00	X	See action plan
Title III, Part A	Federal	$44,840.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$4,749,548.00	X	See action plan

[1]Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Ralph A. Fabrizio School	DBN: 20K170
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 180 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☒5

Part B: Direct Instruction Supplemental Program Information
☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 16 # of certified ESL/Bilingual teachers: 16 # of content area teachers: 0
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 supplemental programs for ELL students who need additional academic support. The language of instruction for all the programs listed is English. ELLs that are performing below grade level are encouraged to attend one of the several after-school Title lll programs that support the ELA and Math curricula. For grades 3-5 the after school program focuses on preparing them for the state exams. ELLs who have been receiving services for three or more years who have not met the standards are included in the program. The afterschool program is divided into two sections. 4 classes meet 2x/wk (3 hours per week for a total of 39 sessions) to work on ELA. Each class will be taught by a licensed ESL teacher. 4 classes meet 4x/wk (6 hours/ week for a total of 78 sessions) to work on ELA and math. Each class will be taught by a licensed ESL teacher. It began on Octber 27th, 2014 and will run until April 2nd, 2015. The following materials were purchased for the after school program: ReadyNY ELA Test Prep books, ReadyNY Math Test Prep books, and Scholastic Short Reads. As part of the Cultural Celebration on February 11th, 2015, ELL students will participate in cultural dance performances. They will learn cultural dances from around the world and perform them to the school community. 8 classes with 10 students in each class, will meet 2x/ week (90 minutes/ week) for 10 sessions after school to learn the dances as well as the culture of the countries from which the dances derive from. The classes comprise of both newcomer (0-3 yrs) and middle year (4-6 yrs) ELLs. The classes will be co-taught by (8) certified ESL teachers along with dance artists from a NYC DOE approved arts vendor called Neighborhood Music and Arts. To promote content area knowledge and the acquisition of academic language for our ELL population we have identified and acquired a multitude of materials and technological resources. We have purchased five Ipads for each kindergarten and first grade class. Teachers will be trained to identify appropriate applications and use the Ipads to supplement the learning activities in the classroom by providing our ELL students with non-linguistic representations of content area material. For grades 2-5, we have purchased five netbooks for each class. Students will use the netbooks to engage in research and publishing writing pieces to prepare them for college and the future. To foster a love of reading, we are implementing a reading initiative called, "Read for Books" in which students create their own monthly reading goals to work towards winning a prize book each month. This program seeks to develop

Part B: Direct Instruction Supplemental Program Information
a "book culture" in which the value of literacy in an of itself is heightened. We have also renewed our license for readingatoz.com for students to use at home. Readingatoz.com is an invaluable online resource for leveled texts. Any additional funds needed to pay for the above mentioned programs will be covered by other school funding sources.

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: Begin description here: Professional development has been an important and ongoing part of cultural awareness training at P.S. 170. Professional development sessions geared to the needs of our ELLs and are attended by the assistant principal, ESL coordinator, common branch teachers, paraprofessionals, ESL teachers and special education teachers. This year we will provide professional development on the principles of Universal Design for Learning (UDL) and it's application to Go Math! lessons to provide our diverse learners with the opportunity to access the curriculum through multiple entry points. The four instructional coaches, Se Wai Lynch, Maria Strongilis, Holli Sainz and Laura Mirto will create engaging training sessions in which teachers will have the opportunity to create and implement lessons with UDL considerations. UDL resources will also be explored and evaluated. Trainings in UDL will begin in December and continue throughout the school year to ensure a shared understanding of its principles and ideology. Training was provided by Se Wai Lynch (ESL Instructional Coach) to new teachers in the area of ESL compliance and Effective ESL Strategies on 10/10/14 from 7:30-8:30am as part of a series of New Teacher Induction trainings. A series of professional development workshops will be offered to the 17 ESL teachers on staff to further their practice in serving their ELL students. This series of professional development workshops is designed to support novice and seasoned professionals who are currently working with this population. Each of the four, full-day workshops will take place on designated days assigned by CFN 609. Participants will receive practical hands-on insights on how to effectively scaffold and engage language learners in content instruction. Particular attention will be given to strategies for beginning learners. Additionally, the integration of the arts will be emphasized. This Professional Development series is offered by : Jennifer Stengel-Mohr, Queens College in conjunction with ArtsConnection. This series of workshops is a beneficial precursor to an arts integration partnership. The session topics are as follows: 1) Understanding Language Development, Types of Knowledge and Building Prior Knowledge

Part C: Professional Development
This session will build a foundational understanding of language development in hopes to change perceptions about language learners. An emphasis is placed on how to provide opportunities that elevate these students to success rather than submit them to failure. Participants will explore declarative and procedural knowledge as they relate to tasks in the classroom. Techniques will be shared on how to engage language learners by connecting to and building upon their prior knowledge. 2) Effective Lesson Plan Structure and Contextualized Instruction This session will address how to properly structure a lesson to include both content and language objectives. Techniques will be shared for how to contextualize learning. Additionally, strategies will be given for how to effectively chunk information to make it manageable for language learners. Participants will also look at ways to provide multiple entry points into learning. 3) Academic Language, Linguistic Objectives and Scaffolded Language Tasks This session will focus on language instruction, in particular the acquisition and use of Academic Language. Participants will be shown how to craft linguistic objectives based on the learners' proficiency levels. A variety of scaffolded language tasks will be shared. 4) Differentiation and Appropriate Support Materials and Resources for Language Learners This session will tie- in information from all the previous session while evaluating appropriate materials for language learners' use. Techniques for multiple pathways to learning will be discussed. Connections to The Arts will be addressed.

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: Family involvement has been at the forefront of our school's mission to increase academic success. To bolster family literacy, we are continuing to implement our First Fridays reading program in which parents are invited to read a book of their choice in the language of their choice in their child's classroom. Parent workshops to introduce reading strategies and resources are offered after the reading session. The dates and times for the workshops are to be determined. Parents of immigrant families will be notified of the workshops through PTA meetings. Families will have the chance to borrow multicultural books and share their love for reading within our building. We will also continue our Cultural Celebration program and and Parent Festival. Parents will be invited

Part D: Parental Engagement Activities
to view students' work, presentations and sample multi-cultural foods and watch their children perform dances from around the world. This celebration fosters a sense of community and citizenship while honoring the diverse cultures of the immigrants that come to our school. The Cultural Festival will take place on February 11th from 7-9pm. We also have special workshops that are geared towards the parents of immigrant students including: -Kindergarten Cool Cultures Workshop on September 4th, 2014 from 9:00-10:30am The parent coordinator provided a 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. -Middle School Workshop - October 3rd, 2014 from 9:00-10:30am Parents were informed about the middle school selection process by the parent coordinator and guidance counselor. Special considerations concerning ELLs were provided. - Internet Safety October 30th, 2014 from 9:00-10:30am The parent coordinator provided a workshop on safety tips and how to monitor internet usage by their children. -Understanding the RTI model - December 3rd, 2015 6:00-7:30pm - Facilitated by a licensed ESL teacher The ESL/ Special Education Instructional coach will provide a workshop in which parents of ELLs explore the tiered system of instructional support for a linguistically and culturally diverse student population. -Understanding Section 504 Accommodations - January 9th, 2015 6:00-7:30pm - Facilitated by a licensed ESL teacher The ESL/ Special Education Instructional Coach will provide a workshop in which parents of ELLs are informed of the process for requesting Section 504 Accomodations is explained. Answers to frequently asked questions of what is covered and protected under Section 504 Accomodations will be provided. -Special Education: LRE and The Continuum of Services - February 6th, 2015 6:00-7:30pm - Facilitated by a licensed ESL teacher The ESL/ Special Education Instructional Coach will provide a workshop in which parents of ELLs will be informed of NYC DOE's continuum of special education services and the evaluation process. -The Parent's Rights, Responsibilities, and role in the IEP process - March 6th, 2015 6:00-7:30pm - Facilitated by a licensed ESL teacher The ESL/ Special Education Instructional Coach will provide a workshop in which parents of ELLs will learn how to become active partners in the IEP process. They will be provided a brief overview of the different components of the IEP and learn which questions to ask during an IEP meeting to ensure that their child is being fully served. All the above events and workshops include translations and translators to make the information comprehensible for our parents of ELLs whose native language is not English.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 20	Borough Brooklyn	School Number 170
School Name The Ralph A. Fabrizio School		

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 Zhen Wu	Assistant Principal Dianne Gounardes
Coach Se Wai Lynch	Coach Laura Mirto
ESL Teacher Maria Impagliazzo	Guidance Counselor Noreen Spelma
Teacher/Subject Area type here	Parent Joann Harrell
Teacher/Subject Area type here	Parent Coordinator Aby Figueroa
Related Service Provider type here	Other A.P. - Dana Parentini
Network Leader(Only if working with the LAP team) type here	Other Testing Coor.- Holli Sainz

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.	13	Number of certified bilingual teachers not currently teaching in a bilingual program	2	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	2
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	8	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	939	Total number of ELLs	359	ELLs as share of total student population (%)	38.23%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0													0
Dual Language (50%:50%)	0													0
Freestanding ESL														
self-contained	3	1	1	1	1	1								8
Push-In														0
Total	3	1	1	1	1	1	0	0	0	0	0	0	0	8

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

	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
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
TOTAL	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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
TOTAL	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
TOTAL	**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
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/	B													

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 adminstered 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-chooice 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 assesssed 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 preparaory 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 Acheivement Gap." In the 2012-1013 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 unavialable 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 langauge 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 ad 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/ standrds. 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:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   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 elibible 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 1st and 2ndgrade, (2) push-in ESL teachers service (3) non-self-contained ESL classes in 3rd, 4th, and 5th 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 scaffoled 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 mutliple means of representation, action and expression and engagement. Teachers also evlaute 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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced

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

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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 educaion 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 Fundations.

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) 2nd 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 1st 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 glosssaries 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 accelarate 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 prinicpal, ESL coordinator, common branch teachers, paraprofessionals, ESL teachers, guidance couselors, 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 Assistant Principal		1/1/01
Holli Sainz	Other Testing Coordinator		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

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

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.