

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

09X170

School Name:

ESTEBAN VICENTE EARLY CHILDHOOD SCHOOL

Principal:

MS. NANCY RAMOS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Kindergarten to Second Grade School Number (DBN): 09X170
School Type: Early Childhood Grades Served: K-2
School Address: 1598 Townsend Avenue Bronx, NY 10452
Phone Number: 718-583-0662 Fax: 718-583-0685
School Contact Person: Nancy Ramos Email Address: Nramos5@schools.nyc.gov
Principal: Nancy Ramos
UFT Chapter Leader: Shannon Archambeau
Parents' Association President: Yires Baez
SLT Chairperson: Sonia Acevedo Suarez
Student Representative(s): N/A

District Information

District: 9 Superintendent: Leticia Rosario Rodriguez
Superintendent's Office Address: 450 St. Paul's Place
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: 718-410-7017 Fax: 718-842-0135

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 534 Network Leader: Ben Waxman

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nancy Ramos	*Principal or Designee	
Shannon Archambeau	*UFT Chapter Leader or Designee	
Yires Baez	*PA/PTA President or Designated Co-President	
Jackelina Romero	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sonia Acevedo Suarez	Member/Teacher	
Christina Monegro	Member/ Pupil Accounting Sec.	
Angel Pardes	Member/ Parent Community Rep.	
Lena Henriquez	Member/ Parent Title I	
Glenny Severino	Member/ Parent SWD	
Gloria Mc Caskill	Member/ Parent	
Maritza Rodriguez	Member/ Parent Coordinator	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

School Vision

Our school vision is for all children who graduate from PS 170 leave us with a set of moral values, honesty, and integrity, which will help them become conscience citizens. We strive to create a partnership between school, parents, and community to create an environment where all children can achieve their full potential academically, emotionally, socially, and physically.

Our learning community of highly motivated staff, in partnership with parents and community will ensure that each child develops into a critical thinking independent learner.

School Mission

Public School 170 functions on the belief that we are a community of lifelong learners. We are dedicated in providing our school community with an educational environment that nurtures the child.

We commit ourselves to the development of a program of academic excellence, which challenges and develops the student as an independent thinker and instills a love for learning.

We will strive to promote a rigorous learning environment, whereby each child reaches his/her potential and fosters their unique talents. Our curriculum embraces the understanding that effective education must be founded on secure mastery of basic skills, taught not only in isolation but also in an interdisciplinary integrated manner.

We will provide an environment, which embraces and honors our individual and cultural diversities. Public School 170 will provide the opportunities for children to become productive and responsible citizens of the 21st Century.

Chancellor's Visit

On June 2014, the Chancellor visited our school and was highly impressed with our students writing across the grades. Full engagement of every learner in classrooms was evident. She also, highlighted the Arts. We are very proud to have been identified as a Show Case School by Chancellor Farina.

School Description

Public School 170, The Esteban Vicente Early Childhood School is a kindergarten to second grade school with approximately 274 students. There are twelve classes (four per grade), two monolingual classes, one monolingual ICT, and one bilingual class. There are 24 teachers with 23 of them having six years or more of teaching experience. It is a caring and nurturing school, where students feel safe and very well supported.

We believe that establishing a positive self-image is crucial in student achievement. All students participate in dance and art during the school day. We celebrate success by displaying student work throughout the school. This allows students to develop a sense of pride and reinforces that their efforts are valued.

We acknowledge the home school partnership as an essential tool to foster learning. At PS 170 we make an effort to inspire parents to become involved in their child's education. This has resulted in a high percent of parental involvement in all school events. An example of this is our Art Fair, which many parents attend to celebrate student work. We have an open door policy, where parents feel free to visit the school to meet with administration and staff and discuss their children's education. Parents attend 'Open School Night' and Parent Teacher conferences. Monthly Parent Association Meetings are scheduled to keep parents informed about the operation of the school and upcoming events. A parent coordinator is available to assist parents with any concerns. There is ongoing communication between the principal and parent coordinator. Bi-monthly profile sheets are sent home to parents informing them of students' goals and academic performance.

We believe parents play an integral role in their children's education. All information sent home is translated into Spanish. Translators are available for meetings if requested. It is obvious throughout the building that cultures are respected and recognized through a broad range of extra curricula activities and integrated across the curriculum. The Parent Executive Board meetings are held on a monthly basis to discuss school related issues. Administration is present at Parent Association meetings for question and answer sessions. Parents are also part of the School Leadership Team that consists of an equal parent/teacher ratio. Parents attend a Town Hall meeting and Open School Night, where they are informed of the curriculum and Common Core Learning Standards.

Student Engagement:

Tenet 3 Curriculum development and support is the tenet where we have been most successful. Student engagement has been our instructional focus for the past two years. We believe that students must be active participants in the learning process and in order to do this they must be engaged with the content, teacher, and peers. We have adopted SIOP as our tool for planning, implementation, and assessment. Through SIOP, teachers have received professional development in all components but an emphasis has been placed on student interaction. These SIOP strategies are evident in every classroom we visit.

Critical Thinking

This year our school's key focus area is high order thinking and questioning. We believe that for students to function as productive members of society, we need to give them the skills that will prepare them to communicate effectively, think critically, and express creativity. The identification of this goal is based on our Principal Practice Observation 2013 and our Quality Review 2014.

Common Core Learning Standards

We continue to work with the CCLS by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations in all content areas. Specifically in literacy, social studies, and science, all students are engaged in rigorous learning experiences that accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussions. All students are engaged in mathematics study, which require fluency, application, and conceptual understanding.

Professional Development

We consider ourselves to be a Professional Learning Community. When given the appropriate tools teachers can meet the academic needs of their students providing them with a high quality education.

- Professional learning is on-going. There are regular opportunities for teachers to plan together. Professional learning in math and literacy are scheduled throughout the school year. The teachers spend a full day revising curriculum based on the needs of the students with the focus of assuring alignment with the CCLS and embedding SIOP components such as language and content objectives, student interaction, and critical thinking.
- Inter-visitations are scheduled based on the needs of teachers. A grade leader has been identified on each grade. Preparation periods are arranged so teachers on a grade have the opportunity to meet and plan.
- Calendar changes are scheduled for professional development.
- Common planning sessions are scheduled and used for planning and discussion on instruction.
- Response to Intervention Tier 2 and 3 provider attends all professional learning presented by the Network and private consultants. The teacher turnkeys to the staff during Monday professional learning sessions.
- Curriculum teacher team attends Common Core workshops provided by CEI-CFN.
- The ELL and Special Education liaison attends all professional development provided by the Network.
- A Mentor is assigned to our new teacher.
- Summer planning- Teachers attend planning sessions with their peers. The focus is revising math, literacy, and science units and aligning them with the CCLS and Blueprints for Teaching and Learning in the ARTs in the area of dance, as well as making sure we embedded best practices and clear learning targets. The focus this summer was on higher order questioning.

Arts Education

As a school we have integrated the arts into our curriculum. The arts are vital to providing a well-rounded education for children. It improves academic achievement, social skills, encourages creativity, and develops self-esteem. Through grants we have several residencies in our school. We work closely with Marquis Studio to provide art residencies in visual arts, percussion, circus, and puppetry. In addition, we allocate funds for an in-house visual art and dance teacher. This year with the continued support of one of our funders our students will again visit The Station in Manhattan. The Station is a recording studio, where our second grade students go to record their end of year CD with songs they wrote and composed with our percussion art resident.

We have scheduled into our school day two ballet periods. Some of our ballet students have gone on to various ballet programs. Last year, six students were accepted to Ballet Tech with scholarships. One student was accepted to the School of American Ballet, The Children's School of New York City Ballet of Lincoln Center.

Funds are also allocated for our art and drama after school program. The program meets one day a week and two Saturdays a month. Students work on two performances throughout the school year. The Art and Drama performance includes our first and second grade students. Last year's performance was "Annie", previous performances include Beauty and the Beast, Lion King, The Wiz, and Little Mermaid. Students' display their amazing talents as they sing, dance, and act in this performance.

Our in house visual arts teacher also uses Blueprints for Teaching and Learning in the ARTs. Our culminating activity is our Art Fair. The exhibition is what you would find in a museum, where the beautiful art work of our students, Kindergarten to second grade is displayed.

We hold International Celebrations. During the celebration students are reading and writing non-fiction to learn about the country their class is studying. Along with the academics, students are also learning about the dance, customs, and people of the country. Guest speakers are invited to classes and provide firsthand information to students. Students are given time to ask questions. The celebration ends with all the classes performing for parents and other students.

Challenge

Budget is an area that can be challenging. In order to provide our staff with the professional development that we envision, we need to allocate money for substitutes and consultants. This is challenging because we are a kindergarten to second grade school and our budget is limited. So we have to make choices on how to spend our money sometimes choosing to pay a consultant over purchasing supplies.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our 2014 Quality Review (QR) we are effective in this area.

We continue to revise and align our curriculum to the CCLS through planning days for all grades; this includes summer planning, inter-visitations to share best practices, vertical and horizontal alignment of curriculum, UFT professional learning time and in-house full day planning sessions.

Teacher teams analyze data to make revisions to our units of study and their own individual lesson plans. This allows for differentiated instruction and tasks by providing multiple entry points, giving students the choice in product and/or topic, materials, and resources.

We use the CCLS to create SMART IEP goals for our students with disabilities.

Student engagement and interaction are embedded in our curriculum. This addresses the listening and speaking CCLS. These aides in the acquisition of academic language for all students. Oral language development gives students a foundation for writing.

One of our CEP goals is higher order thinking skills. We have received an all-day professional learning session with a SIOP consultant. We have scheduled another session in the near future. During the summer teacher teams embedded higher order questions into their units of study. We have also planned tasks that promote critical thinking, where children must explain and justify their thinking.

The impact of these professional development sessions result in instruction that is aligned to the CCLS, where students are engaged with the material to gain a deeper understanding of the content and are able to express and justify their points of view.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teacher teams will examine our writing rubrics for rigor and make necessary revisions to our literacy units to align instruction to the CCLS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Attend professional development with LCI to revise units of study in literacy and math • Align unit plans with CCLS • Schedule and calendar planning time for teachers to make revisions to units • Incorporate depth of knowledge and text complexity in our units incorporating close reading • Schedule and calendar end of unit analysis of student work by grade using our established protocol • Schedule and calendar time to look at student benchmark assessment by grade in literacy and math • Schedule time to reflect on units and make revisions as necessary • Teachers will make instructional adjustments based on student work • Incorporate content and language objectives in our daily lessons plans. • Revise our curriculum to incorporate student interactions during the mini-lesson • Create listening and speaking checklists and rubrics 	Kindergarten to second grade monolingual and bilingual students	September 2014 –June 2015 -City-wide professional development days November and June -In-house planning sessions -LCI planning sessions October to June -Common planning sessions weekly by grade September to June	-Office of Students with Disabilities -Office of English Language Learners -Principal -Teachers -CEI/CFN -LCI consultants
<ul style="list-style-type: none"> • Attend institutes provided by OELL • Attend professional learning sessions provided by the office Of Students With Disabilities • Bilingual teacher team will plan activities for language and foundational skills using the CCLS as a starting point and also adding learning target from their home language 	Kindergarten to second grade monolingual and bilingual students with disabilities and ELLs	September 2014–June 2015 -City-wide professional development days November and June -In-house planning	-Office of Students with Disabilities -Office of English Language Learners -Principal -Teachers -CEI/CFN -LCI consultants

		sessions -LCI planning sessions October to June -Common planning sessions weekly by grade September to June	
<ul style="list-style-type: none"> • A Town Hall meeting was held to inform parents of the CCLS. At this meeting parents were given an overview of the standards. They were informed of the steps our school is taking to make sure students meet the standards and receive hand-outs of what they can do at home to help their children succeed. • Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students’ academic goals and progress they are making in meeting those goals. • Kindergarten orientation is held in May. School policies, expectations, and parental responsibilities are discussed to ensure students meet the standards and expectations are established • Hold-over meetings are held to inform parents of their child’s progress. Parents are given individual intervention plans created by the classroom teacher, which states what the school is doing as well as strategies they can use to help their children meet the standards. • Meet the Teacher Week is scheduled to allow parents to meet their child’s teacher. At this meeting the teacher informs parents of their expectations for the students. • School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings. • Parent participation in the Language Allocation Policy. (LAP). • Parent Teacher Conferences are held three times a year. Parents meet individually with their child’s teacher to discuss student achievement. At this conference, parents receive resources they can use to help their children at home. 	Parents of Kindergarten to second grade monolingual and bilingual students Pre-K students	Parent Involvement activities September 2014–June 2015	-Parents -Parent - Coordinator -Principal -Teachers -Related Service Providers

<ul style="list-style-type: none"> We share our building with a day care center. In order to make the transition from daycare to elementary school we give the daycare students a tour of our school. Students visit our school, sit in a Kindergarten class and listen to a story read by one of our teachers. This provides daycare students with an experience which may help them feel more comfortable when they enter formal education. 			
<ul style="list-style-type: none"> Collaboration- develop collaborative relationships Maintain a risk-free environment Build capacity among staff-shared responsibility Effective leadership Open door policy for parents and staff Professional learning community Parent and community involvement Peer support 	Parents of Kindergarten to second grade monolingual and bilingual students	September 2014-June 2015	<ul style="list-style-type: none"> -Principal -Teachers -Related Service Providers -Parents Coordinator -Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Hire substitute teachers to cover classroom teachers as they meet to plan revise units and attend LCI professional learning sessions.

CFN-CEI, Office of English Language Learners, office of Students with Disability

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence, School Supplemental Support

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February checklists and rubrics will be aligned to the CCLS, in addition revisions will be made to curriculum
- Tracking sheets monitoring student progress in reading, writing, and math; September, January, May
- By February teacher will have created a draft checklists/rubrics for listening and speaking

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

1% of students have displayed aggressive and defiant behaviors.

.05% of students are general education students

05% of students are in ICT classes and have IEPs

Students are missing instructional time because they are sent to speak to support staff.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will establish a protocol to identify and address the social and emotional needs of 1% of our students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Meet with School Based Support Team to establish a protocol for assessing and creating a behavioral Intervention Plan (BIP) for general education students • Schedule meetings to monitor progress of students based on BIP goals 	Kindergarten to second grade general education students and ELLs who	December 2014 – June 2015	-Principal -Teachers -DOE -CEI/CFN Support Staff -School Based Support Team

	display inappropriate behaviors		-Related service providers
<ul style="list-style-type: none"> Meet with School Based Support Team to monitor Students with Disabilities BIPs and make modification if necessary following due process 	Kindergarten to second grade general and Students with Disabilities that display inappropriate behaviors	December 2014 – June 2015	-Principal -Teachers -DOE -CEI/CFN Support Staff -School Based Support Team -Related service providers
<ul style="list-style-type: none"> Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students’ academic goals and the progress they are making in meeting those goals. Hold-over meetings are held to inform parents of their child’s progress. Parents are given individual intervention plans created by the classroom teacher, which states the steps the school is taking as well as strategies they can use to help their children meet the standards. School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings. Parent Teacher Conferences are held three times a year. Parents meet individually with their child’s teacher to discuss student achievement. At this meeting, parents are given resources they can use with children at home Open School Night is scheduled to allow parents to meet their child’s teacher. At this meeting the teacher informs parents of their expectations for the students. 	Parents of Kindergarten to second grade general education, Students with Disabilities, and ELLs that display inappropriate behaviors	September 2014 to June 2015	Parents -Parent - Coordinator -Principal -Teachers -Related Service Providers
<ul style="list-style-type: none"> Collaboration- maintain collaborative relationships among SBST, related service providers, and staff Maintain a risk-free environment Effective leadership Open door policy for parents and staff Professional learning community Peer support 	Parents of Kindergarten to second grade monolingual and bilingual students	September 2014 to June 2015	-Principal -Teachers -Related Service Providers -Parents Coordinator -Parent s

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence, School Supplemental Support will be used to fund 3 full time bilingual teachers, 1 ESL teacher, 8 classroom teachers, 3 ICT teachers, and 1 coach. TI RS Mandated Speech for our speech teacher. TL RS Occupational Therapist PS School for our occupational therapist. TL RS Mandates Counseling Shared for our counselor.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February we will have a protocol for addressing the social and emotional needs of students in general education.
- Completion of BIP for general education students
- Revisit BIPs for students with disabilities to evaluate, if strategies in place are working

Part 6b. Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our 2014 Quality Review we were rated effective in this area

Teacher teams work collaboratively to plan and revise units of study using the CCLS. These teams analyze student work to identify strengths, trends and next steps. After analyzing students work teams look at curriculum and make modifications based on student’s needs. The impact is that our curriculum is a living document, which is always changing to meet the needs of all our students.

The curriculum teacher team attends professional learning sessions schedule throughout the year by CFN-CEI. The team consists of grade leaders, one from each grade Kindergarten, first and second and a math coach. Then team brings back the information and works with their grade to implement best practices into their curriculum. So far the impact of this work is that checklist and rubrics were made more rigorous and student friendly.

The bilingual teacher team met to analyze NYSESLAT results using the AMAO tool and NYSITELL results to identify trends, strengths, and needs. This information led us to think about native and English language acquisition. As a team we decided that English reading level benchmarks needed to be adjusted to accommodate their acquisition of the English language. Another impact is that it led us to look at our Spanish word work component and the language acquisitions CCLS standards.

Based on the results of the 2014 NYSESLAT we identified the greatest area of need for our ELLs is Speaking.

	Exceeding Proficiency	Proficient	Area of Need
Reading	34%	9%	57%
Writing	53%	6%	41%
Listening	28%	13%	59%
Speaking	3%	9%	88%

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, through the alignment on our word work units to the CCLS, bilingual students will move a minimum of 2 levels in guided reading.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Analyze CCLS language and foundational skills and do a gap analysis to their home language Create listening and speaking checklists and rubrics 	ELLs in bilingual classes in kindergarten, first, and second grade	November 2014-June 2015	-Principal -ESL teacher -bilingual teacher teams -Math Coach
<ul style="list-style-type: none"> Create a pacing calendar for bilingual kindergarten, first, and second grade Create word work activities for units Create checklists to aligned with our units for assessment 	ELLs in bilingual classes in kindergarten, first, and second grade	November 2014-June 2015	-Principal -ESL teacher -bilingual teacher teams -Math Coach
<ul style="list-style-type: none"> A Town Hall meeting was held to inform the parents of the CCLS. At this meeting parents were given an overview of the standards. They were informed of the steps our school is taking to make sure students meet the standards and received hand-outs of what they can do at home to help their children succeed. Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students' academic goals and progress they are making in meeting those goals. Kindergarten orientation is held in May. School policies, expectations, and parental responsibilities are discussed to ensure students meet the standards. Hold-over meetings are held to inform parents of their child's progress. Parents are given individual intervention plans created by the classroom teacher, which states what the school is doing as well as strategies they can use to help their children meet the standards. Open School Night is scheduled to allow parents to meet their child's teacher. At this meeting the teacher informs parents of their expectations for the students. School Leadership Team (SLT) and Parent Association 	Parents of ELLs in bilingual classes in kindergarten, first, and second grade	September 2014-June 2015	-Principal - Bilingual Teachers -Parents Coordinator -Parent s

<p>(PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings.</p> <ul style="list-style-type: none"> • Parent participation in the Language Allocation Policy. (LAP). • Parent Teacher Conferences are held three times a year. Parents meet individually with their child's teacher to discuss student achievement. At this conference, parents receive resources they can use to help their children at home. 			
<ul style="list-style-type: none"> • Collaboration- maintain collaborative relationships among bilingual teachers • Maintain a risk-free environment • Build capacity among staff-shared responsibility • Effective leadership • Open door policy for parents and staff • Professional learning community • Parent and community involvement • Peer support 	ELLs in bilingual classes in kindergarten, first, and second grade	September 2014-June 2015	-Principal -ESL teacher -bilingual teacher teams -Math Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedule planning sessions with bilingual teachers, CCLS: language and foundational skills

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

C	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence, School Supplemental Support will be used to fund 3 full time bilingual teachers, 1 ESL teacher, and 1 coach.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- By February, bilingual teachers will have completed a gap analysis for
- By February, we will have completed a pacing calendar September to January
- By February we will have completed one word work unit per grade including activities in home language

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS 170 has an expectation that all children can learn. We believe that students as early as kindergarten start their journey to become college and career ready. High expectations are communicated to staff through our vision and mission statement, feedback from Quality Review, Principal Practice Observation (PPO), and tools such as DOE Instructional Expectations, CCLS, and the Danielson Framework for Learning.

We have various professional learning sessions, where expectations are explicitly discussed and embedded into our curriculum. These include;

- Teacher teams- curriculum teams, grade teams, bilingual teams
- In-house curriculum full day planning
- Learning walks, inter-visitations, lab sites
- School Leadership Team
- Summer planning
- New Teacher mentor
- Model Teachers

Critical thinking is the school focus for this school year. In the area of critical thinking our Quality Review indicated that we are effective. This year teachers received one full day professional development day on critical thinking.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of teachers will effectively foster higher order thinking skills and challenge students to problem solve and think critically as evidenced by principal observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change 			

<ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Teachers will further develop all students' strategic thinking by embedding higher order thinking questions and tasks into their units of study, that result in multiple entry points for all students to be engaged in learning and discourse. Schedule professional learning sessions in the area of critical thinking Provide guidance through teacher observation feedback 	Kindergarten-second grade monolingual and bilingual students	September 2014-June 2015	-Principal -Teachers -SIOP Consultant -CFN-CEI
<ul style="list-style-type: none"> Scaffold lessons so students with disabilities and ELLs have access to material 	Kindergarten-second grade students with disabilities and ELLs	September 2014-June 2015	-Principal -Teachers -SIOP Consultant -SBST CFN-CEI
<ul style="list-style-type: none"> A Town Hall meeting was held to inform the parents of the CCLS. At this meeting parents were given an overview of the standards. They were informed of the steps our school is taking to make sure students meet the standards and received hand-outs of what they can do at home to help their children succeed. Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students' academic goals and progress they are making in meeting those goals. Kindergarten orientation is held in May. School policies, expectations, and parental responsibilities are discussed to ensure students meet the standards. Hold-over meetings are held to inform parents of their child's progress. Parents are given individual intervention plans created by the classroom teacher, which states what the school is doing as well as strategies they can use to help their children meet the standards. Open School Night is scheduled to allow parents to meet their child's teacher. At this meeting the teacher informs parents of their expectations for the students. School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, 	Parents of Kindergarten-second grade monolingual students, ELLs, and students with disabilities	September 2014-June 2015	-Principal -Teachers -Parent coordinator

<p>state, and school initiatives. Parents are part of the decision making process at these meetings.</p> <ul style="list-style-type: none"> • Parent participation in the Language Allocation Policy. (LAP). • Parent Teacher Conferences are held three times a year. Parents meet individually with their child’s teacher to discuss student achievement. At this conference, parents receive resources they can use to help their children at home. 			
<ul style="list-style-type: none"> • Collaboration- maintain collaborative relationships among bilingual teachers • Maintain a risk-free environment • Build capacity among staff-shared responsibility • Effective leadership • Open door policy for parents and staff • Professional learning community 	Parents, staff, and students	September 2014-June 2015	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
SIOF consultant, CFN-CEI, City-wide Professional learning Days

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Contract for Excellence, School Supplemental Support									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> • By February, professional development sessions will be scheduled to provide teachers with strategies and resources to foster higher level questioning; teacher to students and students/student. 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 			Yes	No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our 2014 Quality Review we are highly effective in this area.

PS 170 has an expectation that all children can learn. We impart this belief on parents through the various activities we have established in our school. High expectations are communicated to parents and community through our vision and mission statements. Feedback from Quality Review, Principal Practice Observation (PPO), and tools such as DOE Instructional Expectations, CCLS, and the Danielson Framework for Learning are shared with parents.

High expectations are also communicated to parents through:

- Kindergarten Orientation
- Parent Association Meeting
- School Leadership Team Meeting
- Town Hall Meeting
- 30 Minute Parent Block
- Parent Workshops
- Bi-weekly Profile Sheet
- Parent Teacher Conferences
- Open School Night
- School Based Support Team
- Hold Over Meeting
- Open Door Policy
- ELL Orientation

The impact of communicating high expectations to parents is evident in their commitment to support their child’s learning at home as evidenced in homework, comments on profile sheets, attendance at Parent Teacher Conferences, attendance at 30 minute parent involvement period, and high attendance at workshops and meetings.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will have 50% of parents participate in Tuesday's parent involvement activities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Teachers will schedule one family literacy and one math workshop during the Tuesday parent period focused on unit topics 	Parents of kindergarten to second grade monolingual and bilingual students	October 2014-May 2015	-Principal -Parent Coordinator -Classroom Teachers
<ul style="list-style-type: none"> ELL coordinator will present a workshop to dissect each modality of the NYSESLAT exam RTI provider will provide workshops for parents of students participating in the program Tier 2 and 3, topic include the selection process and focus of instruction SETSS provider will have individual meetings with parents of students receiving SETSS to discuss student progress towards their IEP goals 	Parents of ELLs, RTI Tier 2 and 3, and SETSS students	October 2014-May 2015	-Principal -Parent Coordinator -Classroom Teachers -ELL Coordinator -RTI provider -SETSS
<ul style="list-style-type: none"> A Town Hall meeting was held to inform the parents of the CCLS. At this meeting parents were given an overview of the standards. They were informed of the steps our school is taking to make sure students meet the standards and received hand-outs of what they can do at home to help their children succeed. Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students' academic goals and progress they are making in meeting those goals. 	Parents of kindergarten to second grade monolingual and bilingual students	September 2014-June 2015	-Principal -Parent Coordinator -Classroom Teachers -ELL Coordinator -RTI provider -Math Coach

<ul style="list-style-type: none"> Kindergarten orientation is held in May. School policies, expectations, and parental responsibilities are discussed to ensure students meet the standards. Hold-over meetings are held to inform parents of their child’s progress. Parents are given individual intervention plans created by the classroom teacher, which states what the school is doing as well as strategies they can use to help their children meet the standards. Open School Night is scheduled to allow parents to meet their child’s teacher. At this meeting the teacher informs parents of their expectations for the students. School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings. Parent participation in the Language Allocation Policy (LAP). Parent Teacher Conferences are held three times a year. Parents meet individually with their child’s teacher to discuss student achievement. At this conference, parents receive resources they can use to help their children at home. 			
<ul style="list-style-type: none"> Collaboration- maintain collaborative relationships among SBST, related service providers, staff, and parents Maintain a risk-free environment Effective leadership Open door policy for parents and staff Professional learning community Peer support School Leadership Team Meetings Parent Association Meeting 	Parents of kindergarten to second grade monolingual, ELLs, Students with Disabilities, and RTI Tier 2 and 3	September 2014-June 2015	-Principal -Parent Coordinator -Classroom Teachers -ELL Coordinator -RTI provider -Math Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Sample NYSESLAT, units of study, RTI action plans, IEPs

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February teachers across the grades will present one workshop in math and/or literacy
- By February, the ELL coordinator will have presented a workshop on one of the modalities
- By February, the RTI provider will have presented one workshop
- By February, the SETSS provider will have met with a minimum of two parents of the students she services

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Running record levels and performance of unit writing pieces	<p>Reading Program- Our reading teacher pulls out small groups of students based on their specific needs. There is a focus on reading using word work for 45 minutes a day.</p>	Small groups of children.	During the school day, Monday-- Friday as per Reading teacher schedule.
		<p>After School Program- There are various programs to address the needs of at-risk and extend the learning of high achieving students. First and second grade students participate in music, art and drama, baton twirling, ballet, and academic programs based on their needs.</p>	Small groups of children.	Wednesday and Thursday from 2:40-4:10
		<p>ESL After School Program-</p>	Small groups of	Wednesday and Thursday from

		Our ESL program consists of bilingual students that are at the beginner, intermediate and advanced proficiency levels. Students participate in learning experiences that enhance the development of the English language. Beginners receive ESL services in the content areas. Intermediate and advanced students use the Carousel ESL program. The program teaches English through thematic units.	children.	2:40-4:10
Mathematics	Performance on teacher made CCLS unit exams	After School- First and second grade students participate in extra curricular activities that reinforce math skills in real world situations. Our academic program reinforces math skills that their classroom teachers are addressing during the school day.	Small groups of children	Wednesday and Thursday from 2:40-4:10
Science	N/A			
Social Studies	N/A			

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Psychologist - initial referral has been requested.	Psychologist - performs evaluations for referral and re-evaluations.	Individual Students	Wednesday-Thursday, 8:30-4:10
	Social worker- Parent or teacher request. Teacher requests must get parent approval	Social worker-meets with students individually and in small groups to support students based on emotional and social needs.	Small groups or individual students	Wednesday- 8:30-4:10
	Physical therapist- IEP mandates	Physical therapist-work with students based on IEP mandates.	Small groups or individual students as per IEP mandates	Twice a week-schedule varies
	Occupational Therapist- IEP mandates	Occupational Therapist works with students based on IEP mandates.	Small groups or individual students as per IEP mandates	Monday-Tuesday 8:30-4:10 Once a week
	Counselor- IEP mandates	Counselor works with students based on IEP mandates.	Small groups or individual students as per IEP mandates	Twice a week-schedule varies
	Speech Teacher-works with students based on IEP mandates	Speech Teacher-works with students based on IEP mandates	Small groups or individual students as per IEP mandates	Monday 8:20-4:00 Tuesday 8:20-3:55 Wednesday, Thursday, and Friday 8:20-2:40

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

Strategies to recruit highly qualified teachers:

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

Strategies for teacher retention:

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

These include:

- Teachers are scheduled for inter-visitations to see best practices in action.
- Teachers visit other classrooms and schools to observe best practices.
- Teachers have the opportunity to attend seminars of their choice presented by authors and consultants.
- Articulation between principal and coach are focused on meeting teachers' needs.
- Activities for Professional Development Days are planned to meet teacher needs.
- Weekly common planning provide the opportunity to plan and discuss strategies for instruction.
- The Model Teacher will articulate, model, and conduct professional development workshops with principal, coaches, and teachers.
- Teachers have the opportunity to attend institutes and professional development workshops of their choice offered by DOE
- Experienced teachers are assigned as mentors for new teachers to build teacher professional knowledge
- Professional development days are scheduled throughout the school year to plan literacy and math units.
- Weekly common planning provides opportunities to plan and discuss strategies for instruction.

- New Teacher Mentor is assigned to new teachers

Instruction by highly qualified staff

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

2b. 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).

- Professional development will be provided to teachers in order to deepen their understanding of the CCLS and the shifts that need to occur. They will work together with CEI/CFN personnel, LCI, a coach and lead teachers to develop additional standard based units of study in literacy, math, science, and social studies by June 2015.
- Teachers will receive support with the analysis of data and goal setting.
- Teachers will continue to receive professional development in order to deepen their knowledge of the CCLS, the SIOP model (critical thinking and questioning), and SESIS (the development of SMART Goals and Present Level of Performance (PLOP)
- Professional Development will continue to focus on building academic language of our students through the use of the SIOP model, content and language objective, and Tiered vocabulary.
- Teachers will create individual professional goals with an action plan, Administration will seek appropriate personnel to provide professional development in the corresponding areas.
- In order to build capacity, teachers have been assigned roles based on strengths and interest These teachers attend professional development provided by DOE to deepen their professional knowledge in their assigned capacity. Teachers turnkey information to staff during common planning sessions and unit planning.
- Based on teacher strengths, lab sites have been identified. Inter-visitations have been scheduled to observe best practices. Time is allotted for debriefing.
- Curriculum development is a collaborative process. Teachers, coaches, principal and consultants work together to ensure that our curriculum is rigorous, engaging, and CCLS based
Teachers work collaboratively sharing ideas and best practices to meet the needs of all learners.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

To assist pre-school student's transition into kindergarten, we provide kindergarten orientation workshops for parents. Two sessions are scheduled during the week. Parents are presented with the curriculum, policies and expectations of the school. Parents are given a tour of the school and become aware of what their children should know by the time they enter kindergarten as well as activities they can do to prepare their children for school.

We share our building with a daycare. There is ongoing communication between the principal and director of the daycare. In order to ease the transition of preschool students into public schools, we schedule pre K students to visit our school. At this time students are given a tour of our school. Students join our kindergarten classes and the classroom teacher reads a story to them.

4b. 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.

This year we are implementing the assessments for Measurement of Student Learning MOSL. In August the principal and coach went to a professional development session, where they received an overview of the MOSL for the up-coming school year. In September, the principal and coach presented the information to the staff. After the meeting the curriculum team met and identified the assessment to be used for the local and state measures. This information was shared and discussed with the entire staff so that everyone is clear as to what assessments are being used.

MOSL baselines were administered and the data was entered onto Schoolnet. Teachers received copies of student performance for their class, as well as an overview of how their class did compared to district, schools, grade, and class. Running record levels were entered in STARS Classroom. Teachers are aware of the target CCLS standards assessed through the MOSL. These standards are embedded in our units of study in the area of reading, writing, and math.

In the area of math, unit pre and post tests are created by classroom teachers and math coach focusing on the standards that are taught in the unit. Formative assessments are used as a mid-unit checkpoint. Performance tasks assess standards in context. These are used to inform instruction and/or monitor progress of students. Our CCLS units include initial tasks, formative assessments and performance tasks, that demonstrate the acquisition of the content and mathematical practices necessary to meet the math CCLS. These tasks have been created, studied, and teachers have come to a consensus of their administration. The exams are part of the unit overview and are included in our pacing calendar. During common planning, we look at these assessments and tasks to monitor student progress and make modifications to our lesson plans. Data of pre and post unit tests are collected via our tracking sheets.

Reading is assessed through running records. Benchmark reading levels have been established for all grades. Students are instructed in reading through guided reading. New teachers have been provided with training in the implementation and analysis of running records. Running records are used to monitor student progress in the area of reading. This is also the MOSL for state assessment for teacher rating 20%. Progress is monitored through our tracking sheets.

In writing, students are assessed based on their writing in a specific genre. Each writing unit has either checklist or a rubric. Rubrics and checklists have been revised in order to align them to the CCLS. Students are also monitored throughout the unit through conferencing and teacher observation. Students self-monitor with checklists and rubrics. During common planning, teachers share student work. The work is analyzed using our established protocol, strengths are identified and next steps are established for each level. This is also part of the MOSL for local assessment for teacher rating 20%.

Benchmark assessment in the areas of reading, and writing are administered three times a year, September, January/February, and May. This is all documented in our pacing calendars, assessment calendars, and tracking sheets.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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 <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	1,530,909	X	X
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	100,208	X	X
Title III, Part A	Federal	11,200	X	X
Title III, Immigrant	Federal	20,157	X	X
Tax Levy (FSF)	Local	5,885	X	X

¹Explanation/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.

²The **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy

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 the school. **Public School 170**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Public School 170 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 the school community;

The 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. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

Public School 170, 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 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 Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 09	Borough Bronx	School Number 170
School Name THE ESTEBAN VICENTE SCHOOL		

B. Language Allocation Policy Team Composition [i](#) 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 NANCY RAMOS	Assistant Principal
Coach LISA VELAZQUEZ	Coach SONIA ACEVEDO SUAREZ
ESL Teacher	Guidance Counselor
Teacher/Subject Area LISETTE SILVA	Parent LENA HENRIQUES
Teacher/Subject Area PENELOPE PERDOMO	Parent Coordinator MARITZA ZAPATA
Related Service Provider SANDAR CORRO MOY	Other Shannon Archambeau
Network Leader(Only if working with the LAP team)	Other ERICA LEREA

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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> 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	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	282	Total number of ELLs	59	ELLs as share of total student population (%)	20.92%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	45	0	1	0	0	0	0	0	0	45
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14		2							14

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	59	0	3	0	0	0	0	0	0	59
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	19	9											45
SELECT ONE														0
SELECT ONE														0
TOTAL	17	19	9	0	0	0	0	0	0	0	0	0	0	45

*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																
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	2	6	6											14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	6	6	0	14									

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)	9	5	1											15
Intermediate(I)	6	2												8
Advanced (A)	24	12												36
Total	39	19	1	0	59									

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
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									0
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

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

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

*English Language Learners (ELL) tend to fall below the benchmark in the areas of reading and writing in English. As assessed by running records (English and Spanish) and writing pieces. ELL's tend to make greater progress in writing than reading.

Reading

Kindergarten benchmark for June 2014 is a Level D

- 72% of our kindergarten monolingual students met the goal. The students that did not meet this goal (17%) will receive AIS and attend extended time and after school in first grade (September 2013) to support the students in meeting the standards.
- 50% of our ELL students met the benchmark in English. The students that did not meet this goal (50%) will receive AIS and attend extended time and after school in first grade (September 2013) to support the students in meeting the standards. This was a self contained ESL class.

The percentage of students in monolingual classes at each reading level are as follows:

Level A= 5%

Level B= 4%

Level C= 17%

Level D= 15%

Level E= 23%

Level F = 11%

Level G= 11%

Level H= 7%

Level N= 1%

Level J= 1%

The percentage of students in self contained ESL at each reading level are as follows:

Level A= 1%

Level B= 20%

Level C= 40%

Level D= 40%

Level E= 10%

*The above data is based on 2013 end year data.

WRITING DATA:

82% of our kindergarten monlingual students are on grade level in the area of writing. The students who did not meet this goal (18%) will receive AIS and attend extended time and afterschool in first grade to support the students in meeting the standards.

65% of our kindergarten self contained ESL students are on grade level in the area of writing. The students who did not meet this goal (35%) will receive AIS nd attend extended time and afterschool in first grade to support the students in meeting the standards.

The percentage of students in monolingual classes at each level in writing are as follows:

Level 1= 6%

Level 2= 11%

Level 3= 34%

Level 4= 47%

The percentage of students in self contained ESL at each level of writing are as follows:

Level 1= 0%

Level 2= 30%

Level 3= 60%

Level 4= 5%

*The above data is based on 2013 end year data.

First grade benchmark for June 2014 is a Level J

- 53% of our first grade monolingual students met the goal. The students that did not meet this goal (47%) will receive AIS and attend extended time and after school in second grade (September 2013) to support the students in meeting the standards.
- 44% of our first grade bilingual students met the benchmark in English. The students that did not meet this goal (56%) will receive AIS and attend extended time and after school in second grade (September 2013) to support the students in meeting the standards.
- 62% of first grade ESL students met the goal. The students that did not meet this goal (38%) will receive AIS and extended time and afterschool in second grade (September 2013) to support students in meeting the standards.
- 60% of our first grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (40%) will receive AIS and attend extended time and after school in second grade (September 2013) to support the students in meeting the standards.

The percentage of first grade monolingual students at each (English) reading level are as follows:

Level B= 2%
Level D= 3%
Level E= 3%
Level G= 9%
Level H= 7%
Level I= 7%
Level J= 14%
Level K= 17%
Level L=4%
Level M= 10%
Level N= 4%
Level O=1%

The percentage of first grade ESL students at each (English) reading level are as follows:

Level C= 12%
Level E= 12%
Level H= 12%
Level J= 25%
Level K= 12%
Level L= 12%
Level N= 12%

The percentage of first grade bilingual students at each (English) reading level are as follows:

Level A= 16%
Level E= 5%
Level F= 5%
Level G= 11%
Level H= 5%
Level I= 11%
Level J= 33%
Level K= 11%

The percentage of first grade bilingual students at each (Spanish) reading level are as follows:

Level A= 5%
Level B= 5%
Level F= 5%
Level G= 22%
Level H= 5%
Level I= 5%
Level J= 16%
Level K= 33%

WRITING DATA:

71% of first grade monolingual students are on grade in the area of writing. Students who are at-risk (29%) will receive AIS services, attend extended day and afterschool to support the students in meeting the standards.

50% of first grade ESL students are on grade level in the area of writing. Students who are at-risk (50%) will receive AIS services, attend extended day and afterschool to support students in meeting the standards.

77% of first grade bi-lingual students are on grade level in the area of writing. Students who are at-risk will receive AIS services, attend extended day and afterschool to support students in meeting the standards.

94% of first grade bilingual students are on grade in the area of writing in their Native Language (Spanish). Students who are at-risk (6%) will receive AIS services, attend extended day and afterschool to support students in meeting the standards.

The following is the percentage of first grade monolingual students at each level:

Level 1 = 28%

Level 2 = 23%

Level 3 = 50%

Level 4 = 20%

The following is the percentage of first grade ESL students at each level:

Level 1 = 0%

Level 2 = 50%

Level 3 = 37%

Level 4 = 12%

The following is the percentage of first grade bi-lingual students at each level (English endline results):

Level 1 = 16%

Level 2 = 5%

Level 3 = 55%

Level 4 = 22%

The following is the percentage of first grade bilingual students at each level (Spanish endline results):

Level 1 = 5%

Level 2 = 0%

Level 3 = 82%

Level 4 = 17%

*ALL data is based on 2013 end year data.

Second grade benchmark for June 2014 is a Level N

- 88% of our second grade monolingual students met the goal. The students that did not meet this goal (13%) should receive AIS and attend extended time and after school in third grade (September 2013) to support the students in meeting the standards in their new school.
- 50% of our second grade ESL students met the benchmark in English. The students that did not meet this goal (50%) should receive AIS and attend extended time and after school in third grade (September 2013) to support the students in meeting the standards in their new school.

*Two students who did not meet the benchmark are in a ICT class. One student recently arrived from Africa 2 months prior.

- 5% of second grade bilingual students met the benchmark in English. The students who did not meet this goal (95%) should receive AIS and attend extended day and after school in third grade (September 2013). These scores have been sent to student's new schools.

- 16% of our second grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (84%) should

receive AIS and attend extended time and after school in third grade (September 2013) to support the students in meeting the standards in their new school. *This was an ICT class.

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

*88% of the students moved three or more levels. Of the two students who did not move atleast three levels, one was held over and the other was referred for an evaluation and placed in a 12:1:1 setting in third grade.

WRITING DATA:

-52% of second grade monolingual students are on grade level in the area of writing. The students who did not meet this goal (48%) should receive AIS and attend extended day and afterschool in third grade (September 2013) to support the students in meeting the standards in their new school. These recommendations have been sent to each students new school.

-66% of second grade ESL students are on grade level in the area of writing. The students who did not meet this goal (34%) should receive AIS and attend extended day and afterschool in third grade (September 2013) to support the students in meeting the standards in their new school. These recommendations have been sent to each students new school.

-22% of second grade bilingual students are on grade level in the area of writing in English. The students who did not meet this goal (78%) should receive AIS and attend extended day and afterschool in third grade (September 2013) to support the students in meeting the standards in their new school. These recommendations have been sent to each students new school.

-27% of second grade bilingual students are on grade level in the area of writing in Spanish. The students who did not meet this goal (73%) should receive AIS and attend extended day and afterschool in third grade (September 2013) to support the students in meeting the standards in their new school. These recommendations have been sent to each students new school.

The following is the percentage of monlingual students at each level:

Level 1: 0%

Level 2: 16%

Level 3: 46%

Level 4: 37%

The following is the percentage of ESL students at each level:

Level 1: 16%

Level 2: 16%

Level 3: 50%

Level 4: 16%

The following is the percentage of bilingual students at each level in writing (English):

Level 1: 16%

Level 2: 72%

Level 3: 11%

Level 4: 5%

The following is the percentage of bilingual students at each level in (Spanish):

Level 1: 11%

Level 2: 72%

Level 3: 27%

Level 4: 0%

*All data is based on 2013 end year data.

In writing, kindergarten and first grade ELL students are making progress at the same rate as their monolingual counterparts.

Benchmark:	Level 1	Level 2	Level 3	Level 4
Baseline (Sept)	98%	2%		
Midline (Jan.)	45%	29%	9%	17%
End-line (May)	4%	16%	27%	53%

In writing, second grade ELL students are not making progress at the same rate as their monolingual counterparts. However, they are

progressing at about the same rate in both English and Spanish.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We continue to notice the pattern across all grades and proficiency levels, the greatest weakness is reading. Even those students who score proficient tend to score lower in the area of reading on both the NYSESLAT and LAB-R. A weakness in writing was also a pattern identified on the NYSESLAT. Of the four modalities, speaking and listening are the strengths of the students at P.S. 170 on both the NYSESLAT and LAB-R exams.
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](#))
As a result of the patterns identified, we created an ELL extended day. Students are grouped according to proficiency level. Ms. Acevedo services students at the beginner level of proficiency. Ms. Silva services students at the advanced level of proficiency. Ms. Perdomo services students at the intermediate level of proficiency. Ms. Castillo provides Native Language Support. Our Title III money is being used to hold an ESL After School Program- Our ESL program consists of bilingual students that are at the beginner, intermediate, and advanced levels. Students participate in learning experiences that enhance the development of the English language. The ELLs at the beginner level of proficiency are using the Cookshop Program. Cookshop provides students with hands on cooking experiences as well as nutritional education. First and second grade ELL students use Reach and Carousel of Ideas. These programs foster the development of the English language through discussion as well as writing.
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?

English Language Learners (ELL) tend to fall below the benchmark in the areas of reading and writing in English. As assessed by running records (English and Spanish) and writing pieces. ELL's tend to make greater progress in writing than reading in English. First grade bilingual students are making better progress in tests taken in their Native Language. Second grade ELLs (bilingual) are making about equal progress on tests taken in their Native language and in English.

The following data explains how ELL's are faring in tests taken (reading and writing) in English as compared to their native language.

Reading

Kindergarten benchmark for June 2014 is a Level D

- 72% of our kindergarten monolingual students met the goal. The students that did not meet this goal (17%) will receive AIS and attend extended time and after school in first grade (September 2013) to support the students in meeting the standards.
- 50% of our ELL students met the benchmark in English. The students that did not meet this goal (50%) will receive AIS and attend extended time and after school in first grade (September 2013) to support the students in meeting the standards. This was a self contained ESL class.

The percentage of students in monolingual classes at each reading level are as follows:

Level A= 5%
Level B= 4%
Level C= 17%
Level D= 15%
Level E= 23%
Level F = 11%
Level G= 11%
Level H= 7%
Level N= 1%
Level J= 1%

The percentage of students in self contained ESL at each reading level are as follows:

Level A= 1%
Level B= 20%
Level C= 40%
Level D= 40%
Level E= 10%

*The above data is based on 2013 end year data.

WRITING DATA:

82% of our kindergarten monlingual students are on grade level in the area of writing. The students who did not meet this goal (18%) will receive AIS and attend extended time and afterschool in first grade to support the students in meeting the standards.

65% of our kindergarten self contained ESL students are on grade level in the area of writing. The students who did not meet this goal (35%) will receive AIS and attend extended time and afterschool in first grade to support the students in meeting the standards.

* We did not have enough parents who chose TBE to create a bilingual class for the 2011-2013 school year. The trend in parent choice in kindergarten was ESL for the 2012-2013 school year.

The percentage of students in monolingual classes at each level in writing are as follows:

Level 1= 6%
Level 2= 11%
Level 3= 34%
Level 4= 47%

The percentage of students in self contained ESL at each level of writing are as follows:

Level 1= 0%
Level 2= 30%
Level 3= 60%
Level 4= 5%

*The above data is based on 2013 end year data.

First grade benchmark for June 2014 is a Level J

- 53% of our first grade monolingual students met the goal. The students that did not meet this goal (47%) will receive AIS and attend extended time and after school in second grade (September 2013) to support the students in meeting the standards.
- 44% of our first grade bilingual students met the benchmark in English. The students that did not meet this goal (56%) will receive AIS and attend extended time and after school in second grade (September 2013) to support the students in meeting the standards.
 - 62% of first grade ESL students met the goal. The students that did not meet this goal (38%) will receive AIS and extended time and afterschool in second grade (September 2013) to support students in meeting the standards.
- 60% of our first grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (40%) will receive AIS and attend extended time and after school in second grade (September 2013) to support the students in meeting the standards.

The percentage of first grade monolingual students at each (English) reading level are as follows:

Level B= 2%
Level D= 3%
Level E= 3%
Level G= 9%
Level H= 7%
Level I= 7%
Level J= 14%
Level K= 17%
Level L= 4%
Level M= 10%
Level N= 4%

Level O=1%

The percentage of first grade ESL students at each (English) reading level are as follows:

Level C= 12%

Level E= 12%

Level H= 12%

Level J= 25%

Level K= 12%

Level L= 12%

Level N= 12%

The percentage of first grade bilingual students at each (English) reading level are as follows:

Level A= 16%

Level E= 5%

Level F= 5%

Level G= 11%

Level H= 5%

Level I= 11%

Level J= 33%

Level K= 11%

The percentage of first grade bilingual students at each (Spanish) reading level are as follows:

Level A= 5%

Level B= 5%

Level F= 5%

Level G= 22%

Level H= 5%

Level I= 5%

Level J= 16%

Level K= 33%

WRITING DATA:

71% of first grade monolingual students are on grade in the area of writing. Students who are at-risk (29%) will receive AIS services, attend extended day and afterschool to support the students in meeting the standards.

50% of first grade ESL students are on grade level in the area of writing. Students who are at-risk (50%) will receive AIS services, attend extended day and afterschool to support students in meeting the standards.

77% of first grade bi-lingual students are on grade level in the area of writing. Students who are at-risk will receive AIS services, attend extended day and afterschool to support students in meeting the standards.

94% of first grade bilingual students are on grade in the area of writing in their Native Language (Spanish). Students who are at-risk (6%) will receive AIS services. attend extended day and afterschool to support students in meeting the standards.

The following is the percentage of first grade monolingual students at each level:

Level 1= 28%

Level 2= 23%

Level 3= 50%

Level 4= 20%

The following is the percentage of first grade ESL students at each level:

Level 1= 0%

Level 2= 50%

Level 3= 37%

Level 4= 12%

The following is the percentage of first grade bi-lingual students at each level (English endline results):

Level 1= 16%

Level 2= 5%

Level 3= 55%

Level 4= 22%

The following is the percentage of first grade bilingual students at each level (Spanish endline results):

Level 1= 5%

Level 2= 0%

Level 3= 82%

Level 4= 17%

*ALL data is based on 2013 end year data.

Second grade benchmark for June 2014 is a Level N

- 88% of our second grade monolingual students met the goal. The students that did not meet this goal (13%) should receive AIS and attend extended time and after school in third grade (September 2013) to support the students in meeting the standards in their new school.
- 50% of our second grade ESL students met the benchmark in English. The students that did not meet this goal (50%) should receive AIS and attend extended time and after school in third grade (September 2013) to support the students in meeting the standards in their new school.

*Two students who did not meet the benchmark are in a ICT class. One student recently arrived from Africa 2 months prior.

- 5% of second grade bilingual students met the benchmark in English. The students who did not meet this goal (95%) should receive AIS and attend extended day and after school in third grade (September 2013). These scores have been sent to student's new schools.

- 16% of our second grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (84%) should receive AIS and attend extended time and after school in third grade (September 2013) to support the students in meeting the standards in their new school. *This was an ICT class.

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

*88% of the students moved three or more levels. Of the two students who did not move atleast three levels, one was held over and the other was referred for an evaluation and placed in a 12:1:1 setting in third grade.

WRITING DATA:

-52% of second grade monolingual students are on grade level in the area of writing. The students who did not meet this goal (48%) should receive AIS and attend extended day and afterschool in third grade (September 2013) to support the students in meeting the standards in their new school. These recommendations have been sent to each students new school.

-66% of second grade ESL students are on grade level in the area of writing. The students who did not meet this goal (34%) should receive AIS and attend extended day and afterschool in third grade (September 2013) to support the students in meeting the standards in their new school. These recommendations have been sent to each students new school.

-22% of second grade bilingual students are on grade level in the area of writing in English. The students who did not meet this goal (78%) should receive AIS and attend extended day and afterschool in third grade (September 2013) to support the students in meeting the standards in their new school. These recommendations have been sent to each students new school.

-27% of second grade bilingual students are on grade level in the area of writing in Spanish. The students who did not meet this goal (73%) should receive AIS and attend extended day and afterschool in third grade (September 2013) to support the students in meeting the standards in their new school. These recommendations have been sent to each students new school.

The following is the percentage of monlingual students at each level:

Level 1: 0%

Level 2: 16%

Level 3: 46%

Level 4: 37%

The following is the percentage of ESL students at each level:

- Level 1: 16%
- Level 2: 16%
- Level 3: 50%
- Level 4: 16%

The following is the percentage of bilingual students at each level in writing (English):

- Level 1: 16%
- Level 2: 72%
- Level 3: 11%
- Level 4: 5%

The following is the percentage of bilingual students at each level in (Spanish):

- Level 1: 11%
- Level 2: 72%
- Level 3: 27%
- Level 4: 0%

*All data is based on 2013 end year data.

In writing, kindergarten and first grade ELL students are making progress at the same rate as their monolingual counterparts.

Benchmark:	Level 1	Level 2	Level 3	Level 4
Baseline (Sept)	98%	2%		
Midline (Jan.)	45%	29%	9%	17%
End-line (May)	4%	16%	27%	53%

In writing, second grade ELL students are not making progress at the same rate as their monolingual counterparts. However, they are progressing at about the same rate in both English and Spanish.

b. As a result of the analysis of periodic assessments, we have created an ELL extended day. Students are grouped according to proficiency level. Ms. Acevedo teaches students at the beginner level of proficiency. Ms. Silva teaches students at the advanced level of proficiency. Ms. Perdomo teaches students at the intermediate level of proficiency. Ms. Castillo provides Native Language Support.

ESL After School Program- Our ESL program consists of bilingual students that are at the beginner, intermediate, and advanced levels in the English language. Students participate in learning experiences that enhance the development of the English language. The students at the beginner level of proficiency are using the Cookshop Program. Cookshop provides students with hands on cooking experiences as well as nutritional education. First and second grade students use Reach and Carousel of Ideas. These programs foster the development of the English language through discussion as well as writing.

c. As a result of periodic assessments, we learned English Language Learners (ELL) tend to fall below the benchmark in the areas of reading and writing in English. As assessed by running records (English and Spanish) and writing pieces. ELL's tend to make greater progress in writing than reading in English. First grade bilingual students are making better progress in tests taken in their Native Language. Second grade ELLs (bilingual) are making about equal progress on tests taken in their Native language and in English. An assessment calendar and benchmarks have been created on each grade level. English Language Learners are assessed in their Native Language using EL SOL and the Rigby Reading Benchmark Kit in Spanish. Writing baselines are given in Both Spanish and English. Baselines are analyzed in both languages. Last year, all data was collected and inputted into the P.S. 170 Online Data Tracking System. Math baselines are also given in the students native language of Spanish. Data was collected and also input into the same online tracking system that monitors and tracks students growth and progress throughout the three years they attend P.S. 170. All data will now be entered into Skedula, the DOE's new online data tracking system. The results of these assessments are used to identify schoolwide weaknesses, create school goals, conduct observations, provide professional development, create lab-sites, schedule intervisitation, schedule academic intervention services, plan instruction and purchase materials.

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](#).)

All students, including ELL's were given ECLAS-2 as a pre-screener. During the summer, an RTI Criteria chart was created by Ms. Benjamin in order to identify candidates for RTI 2013/14. Students who fell within the Tier 2 and Tier 3 criteria were then given PALS (Phonological Awareness Literacy Screener), a more thorough screener to identify more specific areas of need. PALS was recommended for use by Mary Norwood, RTI Support Staff of CFN 534. Based on the PALS assessment scores, students were specified as either tier 2 or tier 3 on the RTI spectrum. We use the PALS framework in conjunction with SIOP, TPR, and other ELL strategies to enhance specific instructional plans for these students. ELL students will be progress monitored using PALS quick checks, every fifth session they are seen. Once the students are identified, the Pals quick checks (progress monitoring) are used to determine the focus, intensity and duration of the intervention. Scores for the quick check (progress monitoring) will be entered in the PALS online score entry and reporting system. Quick checks (progress monitoring) are administered between screening windows to students who need more instruction in a specific skill and did not meet the benchmark for PALS.

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

An assessment calendar and benchmarks have been created on each grade level. English Language Learners are assessed in their Native Language using EL SOL and the Rigby Reading Benchmark Kit in Spanish. Writing baselines are given in Both Spanish and English. Baselines are analyzed in both languages using the Santa Cruz Protocol. Over the past three years, all data was collected and inputed into the P.S. 170 Online Data Tracking System created by Pat Wagner, our former technology Aussie in collaboration with classroom teachers and coaches. This online tracking system monitored student's progress throughout the three years they attended P.S. 170. All data will now be put into Schedula, the DOE's new online data system. Math baselines are also given in the students native language of Spanish. Data was collected and was also put into the same online tracking system that monitored and tracked student growth and progress throughout the three years they attend P.S. 170. This data will also be put into Skedula, the DOE's new online data system. The results of these assessments in conjunction with the child's educational history and background are used to identify schoolwide weaknesses, create school goals, conduct observations, provide professional development, create lab-sites, schedule intervisitation, schedule academic intervention services, plan instruction and purchase materials. In addition, as a result of the analysis of periodic assessments, we have created an ELL extended day and afterschool program.

We are a SIOP school. The Sheltered Instruction Observational Protocol is a focus at P.S. 170. Student Interaction to engage ALL learners, specifically SWD's and ELL's was targeted as a CEP Goal for the 2012-2013 school year, as a result of our 2012 Quality Review. This protocol helps make content comprehensible for ALL learners. Through the use of content and language objectives, academic language is explicitly taught and reinforced. This helps all teachers build the students English Language skills. Teachers of ELL-SWD's also differentiate all materials and lessons in order for SWD's to access content. Teachers provide students with choice by allowing students to select a unit project based in their learning style. We are also exploring activities with various entry points, so all students have access to learning, and choice as to how they want to present their learning. This embodies UDL.

7. For dual language programs, answer the following:

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

N/A

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

Student achievement is our goal at P.S. 170. We evaluate the success of all ELL programs through data analysis. English Language Learners are assessed in their Native Language using EL SOL and the Rigby Reading Benchmark Kit in Spanish. Writing baselines are given in Both Spanish and English. Baselines are analyzed in both languages. Last year, all data was collected and inputed into the P.S. 170 Online Data Tracking System created by Pat Wagner, our former technology Aussie in collaboration with classroom teachers and coaches. This online tracking system monitored student's progress throughout the three years they attend P.S. 170. Math baselines are also given in the students native language of Spanish. Data was collected and also inputed into the same online tracking system that monitored and tracked students growth and progress throughout the three years they attended P.S. 170. All data will now be entered into Skedula, the DOE's new online data tracking system. The results of these assessments are used to evaluate the success of our ELL programs. The progress our ELLs make is used to identify schoolwide weaknesses, create school goals, conduct observations, provide professional development, create lab-sites, schedule intervisitation, schedule academic intervention services, plan instruction

and purchase materials.

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

Each Spring, the NYSESLAT is administered to all entitled students. These students are identified using the ATS (RLER) report. Ms. Velazquez, the ELL Coordinator and Testing Coordinator administers the speaking portion of the NYSESLAT exam to all entitled students. Ms. Velazquez also administers the reading, listening and writing portion of NYSESLAT to all ESL students. Ms. Perdomo administers the reading, listening, and writing portion of NYSESLAT to all Bilingual Kindergarten students, Ms. Castillo administers the reading, listening, and writing portion of NYSESLAT to all Bilingual first grade students, and Ms. Silva administers the reading, listening, and writing portion of NYSESLAT to all Bilingual second grade students.
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.
 2. Based on the results of the exam, parents are invited to attend a Parent Orientation meeting for ELLs. In September, parents are shown the video description of the three program choices. Lisa Velazquez, the Literacy Coach/Bi-lingual Coordinator and Maritza Zapata, the Parent Coordinator work together at this orientation to ensure parents understand the three program choices. Parents are informed of the programs available in our school. Parents then select the ELL program they want their child to attend. A list of schools that house the programs not provided in our school is also available for parents. ELL Orientation is conducted by the Literacy Coach/Bi-Lingual Coordinator and Parent Coordinator as needed throughout the year for new entitled registrants. Lisa Velazquez the ELL Coordinator, is notified at time of registration. Based on the results of the Home Language Survey, Lisa Velazquez immediately administers and hand scores the LAB-R. If the score entitles the new registrant to ELL services, the parent is then provided with an individual ELL Parent Orientation in order to view the Parent Orientation video and complete the Program Selection Form. All mandated forms are completed at this time and an attendance sheet is signed and placed in the ELL Compliance binder. All forms are placed in the student's cumulative record and copies are kept in the main office in labeled folders as well as in the ELL Compliance binder kept by Lisa Velazquez in the teachers room. The ELPC screen in ATS is also completed at this time by Lisa Velazquez.
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 [\[see tool kit\]](#).)
 3. In September within the first 10 days of school, parent selection forms, entitlement letters, non entitlement letters and continuation

of service letters are sent home. The ELPC screen is completed within the first 10 days of school by Lisa Velazquez. Parent selection forms are also provided at the parent orientation for those who have not returned forms or would like help completing the form. Copies of all forms are kept in the ELL Compliance binder by Lisa Velazquez, the Literacy Coach/ELL coordinator in an individual student tabbed section. Copies of all forms are also kept inside labeled folders in the main office. Original forms are placed in the student's cumulative record folder. The trend in parent choice letters this school year is the transitional bilingual program. This program is offered in our school.

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

All entitlement letters are completed by Lisa Velazquez, the Literacy Coach/ELL Coordinator within the first ten days of school. Lisa Velazquez uses the hand scores of the LAB-R to create entitlement letters. All entitlement letters are placed in the student's homework folder and sent home to the parent. Copies of these letters are also placed in the ELL Compliance binder, along with a copy of the HLS, Preferred Language Form, and Program Selection Form. These forms are placed in the ELL Compliance binder under the student's individual tabbed section. Copies of the entitlement form are also placed in the student's cumulative record folder. The RLER report in ATS is used to assure all eligible students have been tested. The report is printed weekly (on Monday) to cross check all eligible LAB-R students.

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.

4. During the In-Take process parents are asked to complete the Home Language Survey (HLS). An interview is also conducted by Lisa Velazquez, the literacy coach/ELL Coordinator who is a certified teacher and has received extensive training in the parents' Native Language. An interview is also conducted with the student using recommended sample questions received at the CFN #534 ELL Monthly Meetings during the 2013-2014. Responses are attached to the HLS. These copies are also kept in the ELL Compliance Binder by Lisa Velazquez, the Literacy Coach/ELL Coordinator. The interview is conducted in the native language of the parents when possible. After the interview is conducted, based on the home language survey any student whose HLS has three or more boxes checked that indicate a second language is spoken at home is administered the LAB-R. If the student does not achieve a passing score, (Kindergarten=26, First grade=33, Second Grade=52), the Spanish LAB is then administered. This exam (Spanish LAB) is administered in the same sitting. The exams are administered by the Literacy coach/ELL Coordinator. Ms. Velazquez, who speaks English and Spanish, is certified in both General Education and Special Education Grades 1-6. Ms. Ramos, the school principal administers this process when Ms. Velazquez is not in the building.

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

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.

Bilingual Classroom teachers administer the reading, writing, and listening portions of NYSESLAT to their students. Ms. Velazquez, the ELL Coordinator administers the reading, writing, and listening portions of NYSESLAT to all ESL students in monolingual classes. Ms. Velazquez administers the Speaking portion of the NYSESLAT exam to all ELLs in bilingual classes and ESL students in monolingual classes. Ms. Velazquez meets with bi-lingual teachers to create a testing schedule. All bilingual teachers collaborate to decide when each section of the NYSESLAT will be administered. The main office is notified of all dates and times. Announcements are prohibited from being made during the scheduled testing time. Do Not Disturb-Testing In Progress signs are placed on each

classroom door in which NYSESLAT is being administered. Ms. Velazquez delivers the section of NYSESLAT that is calendared to be administered the morning of administration. A class roster is also distributed with the exams. Bilingual teachers place a check next to all students who sat for the exam. Ms. Velazquez collects all exams immediately after administration. Ms. Velazquez highlights and records the names of all absentees to schedule a make-up date. This process is repeated for all sections of the NYSESLAT exam. After all sections of the NYSESLAT are administered, Ms. Velazquez and Ms. LeRea collaborate to review all classroom test rosters and highlighted names of absentees for all sections of NYSESLAT. Ms. Velazquez and Ms. LeRea collaborate to create a make-up test schedule and calendar. Ms. Velazquez administers all sections of NYSESLAT make-up exams to all kindergarten absentees. Ms. LeRea administers all sections of NYSESLAT make-up exams to all first grade absentees. Ms. Acevedo-Suarez administers all sections of NYSESLAT make-up exams to all second grade absentees. After all make-up exams are administered, Ms. Velazquez and Ms. LeRea use the library to lay-out all sections of the NYSESLAT exam by class. Using the class testing roster, Ms. Velazquez and Ms. LeRea make a pile of each student's exams to ensure all four sections were administered. A completed post-it is placed on each student's pile. Completed piles are then dis-assembled, packaged and stored. This process is repeated for all classes. At this time, if there are any outstanding exams needed to be administered, a list is created and the corresponding section is immediately administered the next morning by Ms. Velazquez, Ms. LeRea or Ms. Acevedo-Suarez.

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. 
 6. The trend in parent choice letters this school year is the transitional bilingual program. Out of twenty three new kindergarten, first, and second grade students who are entitled to ELL services, twenty one (20) parents selected transitional bilingual education as their first choice. This program is offered at all grade levels (K-2) in our school. Three (3) parents chose ESL as their first choice. Zero (0) parents chose Dual Language as their first choice. The trend in parent choice is Transitional Bilingual Education. This program is offered in our school on all grade levels. We have TBE in kindergarten, first, and second grades.

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])?
 - 1 a. We have a (TBE) bilingual kindergarten, first and second grade class. We also have an ESL push in model for kindergarten, first, and second grade students who are in monolingual classes and are mandated to receive ESL services. These students are scheduled to receive ESL instruction from a bilingual teacher during her scheduled class ESL time. As of January 4, 2014, Ms. Siva will become our ESL teacher. She will service all kindergarten, first and second grade students mandated to receive ESL services through a pull out organizational model.
 - b. As of January 4, 2004, all ESL students will be grouped according to proficiency level and receive the mandated number of minutes as per CR Part 154. Beginner and Intermediate students will receive (8) forty five minute blocks of ESL instruction. Advanced students will receive (4) forty five minute blocks of ESL instruction through a pull-out organizational model.

Transitional Bilingual Education students receive the required amount of Native Language Arts and ESL time based on their English language proficiency within their classroom. These classes are heterogeneous. All TBE students remain in their classrooms. A minimum of 360 minutes of ESL activities on a weekly basis is provided to students who scored at the beginner and intermediate level of English Proficiency. This includes 180 minutes of ESL and 180 minutes of English language arts within the literacy program.

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)?

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

Students who are in the beginner level receive:

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

Students who are in the intermediate level receive:

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

English 45 (ESL)

Students who are in the advanced level receive:

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

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

*ESL students push-in to the bi-lingual classroom based during ESL based on the students proficiency level. SEE ABOVE SCHEDULES and PL's.

As of January 4, 2014, Ms. Siva will become our ESL teacher. She will service all kindergarten, first and second grade students mandated to receive ESL services through a pull out organizational model. All ESL students will be grouped according to proficiency level and receive the mandated number of minutes as per CR Part 154. Beginner and Intermediate students will receive (8) forty five minute blocks of ESL instruction. Advanced students will receive (4) forty five minute blocks of ESL instruction through a pull-out organizational model. Ms. Silva is currently attending...

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.

3. We are working to align our units with the CCLS to ensure that our children are meeting the standards when they leave our school. This is one of our school goals. In Kindergarten, we completed one literacy unit (Citizenship). In math, we completed three units (Numbers to Five: Books On Shelves, Geometry. And Number to Ten: Bunk Beds and Apple Boxes). In first grade, we completed one literacy unit (non-fiction). In math, we completed three units (Foundations For First Grade: More or Less, It's All About Ten, and Problem Solving: Double Decker Bus). In second grade, we have completed one literacy unit (non-fiction). In math, we have completed two units (Place Value and The T-Shirts Factory).

Using the balanced literacy approach and SIOP protocol, teachers implement units of study in reading and writing. A two and a half hour literacy block has been established, which includes read aloud, shared, guided, independent reading, word work, and writer's workshop. Content and language objectives are introduced at the beginning of each lesson. This allows instructors to explicitly teach academic language. Units were revised during full day planning sessions last year and throughout the summer to incorporate SIOP strategies to make content comprehensible for all ELLs. This revision process is ongoing.

Teachers have collaboratively created math units of study with Di Jackson, our Math Aussie and Sonia Acevedo Suarez, the Math Coach. These units incorporate a hands-on reality based approach to math. A 90 minute math workshop block has been established. All kindergarten students are assessed with quarterly checklists, first and second grade students are assessed with unit tests, teacher made tests, and teacher observation. An emphasis is placed on writing in the math content area. Time is allocated during the math workshop to give students rich math writing tasks which will develop math academic language as well as communication skills. Math unit tests are aligned with the CCLS standards in order to appropriately assess our students.

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

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

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

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

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

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

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

Technology is an integral part of our instructional day and is incorporated in all content areas. Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding. These websites include BrainPop ESL, Razz-kids, Starfall, and BrainPop Jr.

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

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

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

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

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

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

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

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

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

4. An assessment calendar and benchmarks have been created on each grade level. English Language Learners are assessed in their Native Language using EL SOL and the Rigby Reading Benchmark Kit in Spanish. Writing baseline, midline, and endline assessments are given in both Spanish and English. Baseline, midline, and endline assessments are analyzed in both languages using the Santa Cruz Protocol. Over the past three years, all data was collected and inputted into the P.S. 170 Online Data Tracking System created by Pat Wagner, a former technology Aussie in collaboration with classroom teachers and coaches. This online tracking system monitored student progress throughout the three years they attend P.S. 170. All data will now be entered into Skedula, the DOE's new online data tracking system. End of unit writing analysis sessions have been calendared for teacher teams to analyze student work. English Language Learners are assessed in their Native Language. This writing is brought to the calendared meeting for teacher teams to analyze. Math baseline, midline, and endline assessments are also given in the students native language of Spanish. Data was collected and also entered into the same online tracking system that monitored and tracked student growth and progress throughout the three years they attended P.S. 170. This data will now be seen in Skedula, the DOE's new online data tracking system. Common planning sessions have also been calendared for teacher teams to analyze end of unit Math assessments.

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

An assessment calendar and benchmarks have been created on each grade level. English Language Learners are assessed in Reading using the Fountas and Pinnell Running Record Benchmark System in English. Classroom teachers administer formal running records three times a year (September, January, June) as per the P.S. 170 Assessment Calendar. Informal running records are ongoing. Writing baseline, midline, and endline assessments are administered in September, January, and June. Baseline, midline, and endline assessments are analyzed collaboratively by grade teams with the Literacy Coach, Math Coach and Principal. Strengths and weaknesses are recorded and next steps are established using the Santa Cruz Protocol. A speaking and listening checklist was created by grade in collaboration with a Literacy Aussie. This Speaking and Listening checklist is also administered three times a year as per the P.S. 170 assessment calendar. All data was collected and inputted into the P.S. 170 Online Data Tracking System created by Pat Wagner, a former technology Aussie in collaboration with classroom teachers and coaches. This online tracking system monitored student progress throughout the three years they attend P.S. 170. All data will now be entered into Skedula, the DOE's new online data tracking system.

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).

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

(b) Since we are a Kindergarten to second grade school, all of our students are considered newcomers. Academic Intervention Service teachers are scheduled to work with our ELLs. Teachers differentiate lessons to meet the needs of students. Students work in small groups during centers and for guided reading. Students may be grouped according to proficiency level, reading level, skill needs, interest,

or learning style. Bilingual teachers attend planning sessions where the curriculum is discussed and modified to meet ELL student needs. Units of study have been revised to incorporate SIOP strategies for interaction. Bilingual teachers participate in lab site visits and inter visitations as well as demo lessons from coaches and their colleagues. Bilingual, monolingual, and special education teachers who provide services to ELLs have also received professional development on differentiated instruction and learning styles. Teachers will continue to receive professional development in this area from CEI Support Staff. SIOP training is ongoing as well. Lab-sites have been created to identify and share best practices.

Teachers differentiate instruction by content, process, product, ability and proficiency level. Teachers provide students with choice by allowing students to select a unit project based in their learning style. We are also exploring activities with various entry points, so all students have access to the learning, and choice as to how they want to present their learning. The Principal looks for the implementation of ALL professional development as evidenced in teacher observations and lesson plans.

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

(c). Academic Intervention Service teachers provide small group and individualized instruction to our at-risk ELL students. This small group also includes any holdover students who may be receiving services for four (4) years. These holdover students are also part of our extended day. These students receive instruction in the areas of listening, speaking, reading, or writing based on the results of data. NYSESLAT Modality reports were analyzed in order to appropriate place these two (2) children. One student is a former ELL receiving transition services (4th year) and the other is a holdover who was new to the country in 2012 (3rd year). Seven bilingual students are a part of RTi. Four students are receiving Tier 3 services and three students are receiving Tier 2 services.

(d). P.S. 170 is a kindergarten through second grade early childhood school. We do not have long term ELL's, students who have completed 6+ years.

(e). Former ELL's are entitled to two years transition. NYSESLAT data analysis shows 20% of students reached proficiency on the kindergarten NYSESLAT and are currently in first grade. 30% of the current second grade students reached proficiency after administration of the first grade NYSESLAT in the Spring of 2013. Support is provided to students reaching proficiency level by providing them with ESL services. These students are also invited to be a part of our Title 3 ESL or Native Language Arts afterschool program. Students are placed with Ms. Silva or Ms. Martinez depending on results of the data and teacher recommendation. Parents who request to keep their child in the TBE program are granted their request and students are transitioned into a monolingual class for one period a day. A student identification sheet is sent to our feeder school to ensure the continuation of transitional support services, due to the fact that we are a K-2 school and most children reach proficiency level at the end of second grade.

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?

We are a SIOP school. The Sheltered Instruction Observational Protocol is a focus at P.S. 170. Student Interaction to engage ALL learners, specifically SWD's and ELL's was targeted as a CEP Goal for the 2012-2013 school year, as a result of our 2012 Quality Review. This protocol helps make content comprehensible for ALL learners. Through the use of content and language objectives, academic language is explicitly taught and reinforced. Teachers of ELL-SWD's also differentiate all materials and lessons in order for SWD's to access content. Teachers provide students with choice by allowing students to select a unit project based in their learning style. We are also exploring activities with various entry points, so all students have access to learning, and choice as to how they want to present their learning. This embodies UDL.

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?

We have a bilingual kindergarten, first and second grade class. A speech teacher has been assigned for the 2013-2014 school year. ELL students mandated to receive bilingual speech are receiving Interim monolingual speech. Modifications have been made to the students IEPs. We now have a bilingual psychologist two days a week. She is scheduled to our school on Wednesdays and Thursdays. Our social worker meets with ELL students individually to support students displaying aggressive behaviors. We have a physical therapist scheduled to our school once a week to provide mandated services to ELL students. An occupational therapist has been assigned to our school two days a week to provide mandated services to ELL students. Other health related services such as counseling are contracted out. Kristen Wolf has been assigned to our school to service students who are mandated to receive counseling. Ms. Banjo, our school social worker counsels students at-risk one day a week. Parents of ELL's with special needs receive the appropriate information in their Native Language from the School Based Support Team. Lisa Velazquez the special education liaison receives professional development monthly and turn-keys all information to special education and general education

teachers. All general education teachers in addition to special education teachers have been trained in using SESIS. All general education teachers in addition to special education teachers have received training on using the Common Core Learning Standards to write IEP goals. All general education teachers have also been trained in writing specific and detailed Present Levels of Performance. These general education teachers input all information directly into SESIS during initial, annual and triennial reviews. All general education teachers and special education teachers attend all IEP meetings. All IEP meetings are scheduled during the general education teacher's preparation period. This frees the general education teacher to attend the IEP meeting with the related service providers. We implement a wrap-around approach a P.S. 170 for all ELL students with disabilities.

SIOP (Sheltered Instruction Observational Protocol) is a focus at P.S. 170. Student Interaction to engage ALL learners, specifically SWD's and ELL's was targeted as a CEP Goal for the 2012-2013 school year, as a result of our 2012 Quality Review. On November 5, 2012 Election Day, Penelope Perdomo and Lisette Silva, our SIOP Lab site teachers will provide a half day of professional development on student interaction using SIOP strategies. This multi-sensory approach to teaching aides SWD's achieve their IEP Goals. These SIOP techniques and strategies teachers will implement in their classroom, makes content comprehensible and aides our ELLs academic growth, not only in the acquisition of the English language but also developing academic vocabulary.

Courses Taught in Languages Other than English 

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

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

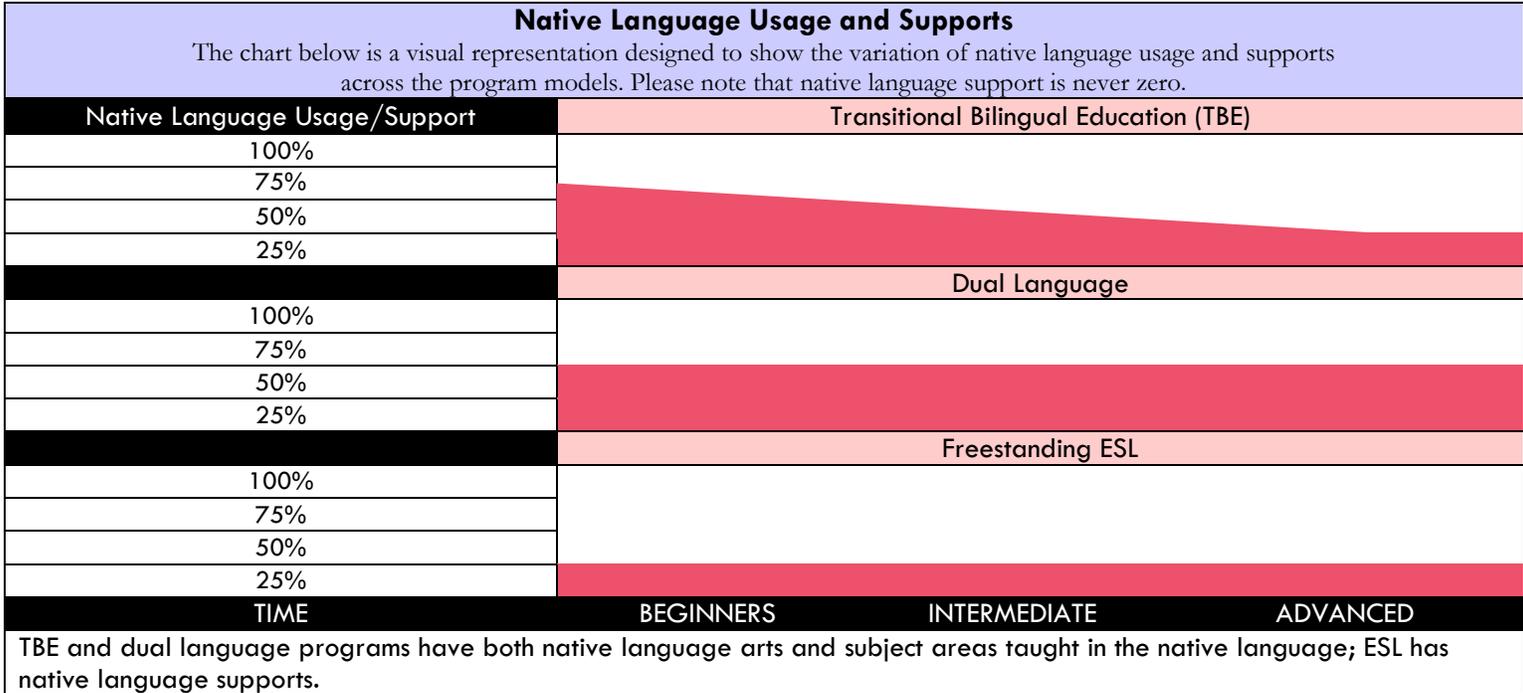
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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.

9. English Language Learners, who have newly arrived to the country attend our Extended Day Program. Ms. Castillo and Ms. Glattstein work with this small group of three on Tuesday, Wednesday, and Thursday afternoons from 2:50 to 3:40. Academic Intervention Services teachers provide small group and individualized instruction to our at-risk ELL's. This small group includes holdovers and students who have not met the benchmarks in reading, writing or Math. Seven students are also part of RTI. Ms. LeRea and Ms. Benjamin service four students at the Tier 3 level and two students at the Tier 2 level.

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

All teachers at P.S. 170 are teachers of ELL's. As a result, we have become a SIOP school. The Sheltered Instruction Observational Protocol is a focus at P.S. 170. All teachers have been trained on the components of this protocol. Student Interaction to engage ALL learners, specifically SWD's and ELL's was targeted as a CEP Goal for the 2012-2013 school year, as a result of our 2012 Quality Review. We have seen an increase in ELL student progress since the beginning of implementation of SIOP as evidenced through running records, end of unit writing assessments, and all literacy and math benchmark assessments. Student Interaction/engagement continues to be a school focus this current school year. This protocol helps make content comprehensible for ALL learners and build language skills. Through the use of content and language objectives, academic language is explicitly taught and reinforced. We have noticed an increase in the academic language of all students, as evidenced through principal observation. On November 5, 2012, Election Day, Penelope Perdomo and Lisette Silva, our SIOP Lab site teachers will provide a half day of professional development on student interaction using SIOP strategies. These SIOP techniques and strategies teachers will implement in their classroom aid our ELLs academic growth, not only in the acquisition of the English language but also developing academic vocabulary. The principal looks for evidence of all professional development during informal and formal observations.

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

We have designated an RTI liaison. Last Spring all teachers identified possible RTI candidates for the 2013-2014 school year. All students were assessed in September using ECLAS as a prescreener. Ms. Benjamin and Ms. LeRea established criteria charts for classroom teachers to plot all possible RTI candidates. In October, Ms. Benjamin purchased PALS, a phonological awareness Literacy Screening kit. All students who fell within the RTI criteria chart were assessed using PALS. Students receive Tier 2 or Tier 3 intervention based on the results of data in one of the following areas: phonics, phonemic awareness, vocabulary, fluency, or comprehension. Progress monitoring is weekly. PALS recommends 10 week cycles. PALS will be administered again to all RTI students in Tiers two and three in January.

Imagine Learning is being considered for the 2013-2014 school year. An appointment has been scheduled with Tal Eyre of Imagine Learning for November, when our school receives the Microsoft technology settlement.

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

We do not have any programs for ELL's that are being discontinued.

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

All ELL's are afforded equal access to all programs at P.S. 170. Selected ELLs are invited to audition for the P.S. 170 Art and Drama program. Ms. Wechter provides students with an invitation to audition on one of three days the first week of October. A panel of five teachers rates students in the areas of singing, dance, choreography, and role play. Students who receive the highest scores are selected to be a part of the Art & Drama Club. Last year, a second grade bilingual student held the lead role and casted as Dorothy in the Wizard of Oz. ELL's make up 50% of the P.S. 170 Sparklers, our Baton Twirling Team. Five of twelve first and second grade girls also participate in our extended day ballet program. All first and second grade girls who express and interest in ballet and baton twirling are invited to audition for Ms. Wechter and Ms. Benjamin the first week in October.

Kindergarten and First grade ELL's participate in our percussion residence. Students learn how to read, write music, and play instruments. There is a culminating performance where parents are invited to come and view their child's performance. Kindergarten and first grade students participate in a circus residency. This helps with our speaking and listening focus. Students learn about voice projection and articulation as well as acting and play writing.

Second grade ELL's participate also participate in our partnership with Marquis Studios. All second grade English Language

Learners receive art expression and sculpture with two Marquis Studio's teaching artists.

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

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

Our ELL's will also participate in our Annual Arts Festival. Parents, members of the community and council board are invited. All CFN 534 support staff are also invited to our annual art gallery.

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

A 90 minute mathworkshop block has been established. Teachers implement units of study collaboratively created with Di Jackson, the Math Aussie and Sonia Acevedo Suarez, the Math Coach. All students kindergarten students are assessed with quarterly checklists, first and second grade students are assessed with unit tests, teacher made tests, and teacher observation. An emphasis was placed on writing in the math content area. Time was allocated during the math workshop to give students rich math writing tasks which will develop math academic language as well as communication skills. Math unit tests are aligned with the standards in order to appropriately assess our students.

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

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

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

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

deepen their professional knowledge. Carousel of Ideas and Reach by National Geographic programs were been purchased for bilingual classes to be used during ESL instruction. This program was recomended by our CEI/CFN ELL Support personnel Rosemary Caban.

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

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

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

Technology is an integral part of our instructional day and is incorporated in all content areas. Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding. Websites iclude BrainPop ESL, Razz-kids, Brain Pop Jr., Brain POP ESL and Brain POP Espanol and Starfall.

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

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

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

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

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

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

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

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

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

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

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

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

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

Students who are in the beginner level receive:

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

Students who are in the intermediate level receive:

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

Students who are in the advanced level receive:

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

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

All resources and support correspond to ELL's ages and grade levels. We are working to align our units with the CCLS to ensure that our children are meeting the standards when they leave our school. This is one of our school goals.

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

Teachers have collaboratively created math units of study with Di Jackson, our Math Aussie and Sonia Acevedo Suarez, the Math Coach. These units incorporate a hands-on reality based approach to math. A 90 minute math workshop block has been established. All kindergarten students are assessed with quarterly checklists, first and second grade students are assessed with unit tests, teacher made tests, and teacher observation. An emphasis is placed on writing in the math content area. Time is allocated during the math workshop to give students rich math writing tasks which will develop math academic language as well as communication skills. Math unit tests are aligned with the CCLS standards in order to appropriately assess our students.

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

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

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

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

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.

17. Each May, Math and Literacy Coaches host workshops for newly enrolled Kindergarten, first and second grade students.

Common Core Standards are reviewed with parents. Helpful math and literacy resources and websites are distributed. Samples of student work are shared as well as expected outcomes.

18. What language electives are offered to ELLs?

18. We do not have language electives. Spanish is offered to ALL first and second grade students as an elective for our Student Enrichment Model (SEM).

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)?

N/A

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.

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

Citywide professional development days (November and June) will be utilized for site based training by coaches and CEI/CFN personnel. Topics will include the correlation of the new Quality Review Rubric and teacher effectiveness (Danielson Framework) and student engagement using the Sheltered Instruction Observational Protocol (SIOP). Teachers who are new to our school were invited to a Saturday SIOP Workshop on November 9, 2013 provided by our CFN. Karen Robinson, a Pearson consultant will provide this training to four selected teachers. Lisa Velazquez, the ELL Liaison shares all professional development offered by the OELL via our school website, P.S. 170.org. Eight teachers are currently attending the ELL Non-fiction Writing series with Tony Stead and are a part of Cohort 1 and 2. Two teachers, Ms. Castillo and Ms. Dumas are currently attending the three day ELL Common Core Math Series also offered by the Office of English Language Learners. Five teachers will attend the four part Bilingual Special Education Series being offered by the Office of Students with Disabilities and English Language Learners. Common grade preps are used for staff development to continue to align curriculum with the CCLS standards. Teachers are scheduled by grade to analyze assessments, plan, and set goals for students. This is done with the principal and coaches on a monthly basis (September to June) in the areas of literacy and math. The speech therapist attends common planning sessions three times a month, one time for each grade. All teachers are scheduled monthly by grade for a full day planning session with, Marg Bertram our Literacy Aussie. During this time teachers plan and revise units of study. In addition, all teachers are scheduled monthly by grade for a full day planning session with Di Jackson, our Math Aussie. Teachers revise and plan units of study during this time.

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

To implement our Language Allocation Policy, we provide professional development to monolingual, special education, and bilingual teachers, speech therapist, physical therapist, secretary, and parent coordinator. In the Fall, all teachers and related service providers receive and review a copy of the NYSESLAT scores. Teachers identify student needs. During planning sessions with coaches and the principal, strategies and best practices are shared within the four modalities.

Lab sites have been identified in literacy and math. Monolingual, bilingual, and special education teachers who provide services to ELL's are scheduled to visit the sites and observe lessons. SIOP lab sites have also been identified. As a result of our Quality Review feedback, student interaction during the mini-lesson is the focus. Time is allotted for pre and post debriefing.

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

2. Teachers meet monthly by grade to collaboratively plan, revise, and align Literacy units of study with the Common Core Learning Standards with Marg Bertram-our Literacy Aussie, Lisa Velazquez-the Literacy Coach/ELL Coordinator, and principal. During this time teachers also work collaboratively to implement SIOP strategies to make content comprehensible for English Language Learners, increase student engagement and interaction, specifically during the mini-lesson. All sessions have been calendarized through January. All teachers meet by grade for a full day of planning. Planning sessions for January through June will be scheduled in December.

Teachers also meet monthly by grade to collaboratively plan, revise, and align Math Units of study to the Common Core Learning Standards with DI Jackson-our Math Aussie, Sonia Acevedo Suarez-the Math Coach, and principal. During this time, teachers also All sessions have been calendared through January. All teachers meet for a full day of planning. Planning sessions for January through June will be scheduled in December.

3-4. On November 9, 2013 ALL staff members will receive SIOP training from Penelope Perdomo and Lisette Silva. These teachers have been designated as SIOP labsites. All teachers are currently SIOPizing the following areas of instruction (math, reading, writing). The focus will be student engagement. We are currently working on scheduling another day of SIOP training with Karen Robinson this winter. SIOP training fulfills the mandated training for all staff members as per Jose P.

To implement our Language Allocation Policy, we provide professional development to monolingual, special education, and bilingual teachers, speech therapist, physical therapist, secretary, and parent coordinator. In the Fall, all teachers and related service providers receive and review and analyze a copy of the NYSESLAT scores. Teachers identify student needs. During planning sessions with coaches and the principal, strategies are shared within the four modalities.

SIOP lab sites have been identified. Monolingual, bilingual, and special education teachers are scheduled to visit the sites and observe lessons. As a result of our Quality Review feedback, student interaction during the mini-lesson is the focus. Time is allotted for pre and post debriefing. These lab-sites extend the hours of training mandated as per Jose P.

Lisa Velazquez, the ELL Liaison shares all professional development offered by the OELL via our school website, P.S. 170.org. Eight teachers are currently attending the ELL Non-fiction Writing series with Tony Stead and are a part of Cohort 1 and 2. Two teachers, Ms. Castillo and Ms. Dumas are currently attending the three day ELL Common Core Math Series also offered by the Office of English Language Learners. Five teachers will attend the four part Bilingual Special Education Series being offered by the Office of Students with Disabilities and English Language Learners. This extends the hours of training mandated as per Jose P.

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?

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

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

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

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

We hope to begin our adult ESL classes in December. Tentatively, classes will be held on Tuesdays and Wednesdays from 3:40 to 5:15. These ESL classes will be open to all members of the community.

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

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

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.

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 09x170 School Name: The Esteban Vicente School

Cluster: 5 Network: CFN 534

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.

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

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

We have a high percentage of Hispanic families (77%) in our school. Fourty percent (40%) of these families chose to receive all written correspondence in Spanish. We have a small percentage (1%) of families who speak the African dialects, Twi and Woloof and two parents who speak Arabic. These two parents chose to receive all written correspondence in English.

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

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.

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

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

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

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

Many of our staff members are bilinugal and serve as traslators and interpretors. We also reach out to the Language Interpretation Unit and other agencies to serve as interpretors for languages not spoken by our staff. The Language Interpretation unit is notified and a translator is scheduled prior to all initial, annual, and triennial reviews for parents of SWD's to attend all IEP meetings via phone conference or in person.



Department of English Language Learners and Student Support

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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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [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: Esteban Vicente	DBN: 09x170
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our ELL Students at PS170 are assessed through EL SOL, ECLAS 2, and NYSESLAT. The results of these exams are used to plan instruction for students. Student's strengths and next steps are identified. Activities are planned to meet their needs in English and in their native language. Students' native language is used to scaffold their learning. This will help them transfer skills and concepts to the English language. We are a kindergarten to second grade school and do not administer interim assessments. However, we assess our students using Fountas and Pinnell (in English and Spanish) benchmark running records kits, writing and math baselines. These assessments monitor student progress, yearly growth, and are used to identify individual goals.

English Language Learners (ELL) tend to fall below the benchmark in the areas of reading and writing in English. As assessed by running records (English and Spanish) and writing pieces. ELL's tend to make greater progress in listening than reading and speaking.

In order to accommodate the needs of our ELL's we offer an ESL After School Program on Wednesdays and Thursdays from 2:40pm – 4:10pm for our first and second grade ELL students. Our ESL program consists of bilingual/ESL students that are at the beginner, intermediate, and advanced levels in the English language. Students participate in learning experiences that enhance the development of the English language.

Students are grouped according to proficiency level. Teachers service students at the beginner, intermediate, and advanced levels. One teacher is bilingual certified and two teachers have experience working with ELL's and have received high quality professional development in listening, speaking reading, and writing for ELL's. The ELLs at the beginner level of proficiency are using the CookShop Program and SIOP strategies are embedded in instruction. Intermediate and advanced ELL students use Carousel of Ideas Program and SIOP model. The CookShop Program is a science content- based program that uses hands-on exploration, cooking and physical activities to foster children's enjoyment and consumption of healthy food and their appreciation for good nutrition. Students learn where food comes from and how it grows. The Carousel program is science and social studies content based and fosters the development of students' English language listening, speaking, reading and writing skills, while developing their academic skills and cognitive abilities. The SIOP model is a researched based model of sheltered instruction that helps our teachers plan and deliver lessons that allow our ELL's to acquire academic knowledge as they develop English language proficiency. The ESL program will run from October 2014 to June 2015. The language of instruction is English.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

We use every opportunity to provide professional development to teachers in implementing ESL strategies to improve instruction, enhance learning, and develop awareness of the Common Core Learning Standards. City wide professional development days (September, November and June), and planning days will be utilized for site based training by SIOP Pearson consultants in the area of critical thinking. The sessions will help us to look at our curriculum and embed higher order thinking questions, which will help our ELLs become more analytical thinkers and readers thus improving vocabulary development and reading comprehension.

Common grade preps and Monday UFT professional learning time is used to analyze student work, analyze data, and make instructional decisions; this is done with the principal, coach, ELL Coordinator, and grade leaders.

Bilingual, ESL, and SIOP lab sites have been identified. Monolingual teachers are scheduled to visit these ESL and SIOP sites and observe lessons. Time is allocated for pre and post debriefing. Bilingual and ESL teachers are also receiving professional development offered by the Department of Education on differentiated instruction and effective teaching strategies for ELL's and Brain Research for ELL's.

In the Fall, teachers received a copy of the NYSESLAT scores and identified student needs and proficiency levels with the aide of the ELL Coordinator. During planning sessions with grade leaders and principal, strategies are shared by our bilingual and ESL teachers within the four modalities. Teachers will use this data and strategies to address the needs of individual students. A bilingual teacher team was also created to analyze the NYSESLAT using the AMAO tool and from this tool a data report was created to aide teachers in planning and drive instruction within the four modalities.

All CookShop Classroom teachers receive comprehensive, interactive training and support from Food Bank staff, as well as all of the curriculum materials, food, supplies and equipment needed to implement the program successfully.

Part C: Professional Development

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:

PS 170 acknowledges that the home school partnership is an essential tool to foster learning and we impart this belief to our parent body. We make an effort to inspire parents to become involved in their child's education. This has resulted in a high percentage of parental involvement in all school events. An example of this is the performances throughout the school year, which many parents attend to celebrate student work. We have an open door policy, where parents feel free to visit the school and meet with administration and staff to discuss their children's education. Parents attend "Open School Night," Parent Teacher Conferences, Monthly Parent Association Meetings, and Town Hall Meetings. These meetings are scheduled to keep parents informed about the operation of the school and upcoming events. The parent coordinator, who is bilingual is available to assist parents with any concerns. There is ongoing communication between the principal and parent coordinator. Bi-Weekly Profile sheets are sent home to parents informing them of students goals and academic performance in reading, writing, math, completion of homework and social skills.

Parents were surveyed during Kindergarten Orientation and Parent Association meetings. The results of the surveys were reviewed. Based on the results of the survey and feedback from parent meetings we will implement an ESL program for parents.

Adult English language learners represent the fastest-growing segment of the adult education population. This population of immigrants and ELLs is increasing for both, the foreign-born population and the population of those born in the United States who speaks a language other than English in their homes. This population has been steadily growing within our school community. Immigrants comprise 14% of the population within our school community.

Part D: Parental Engagement Activities

The demand for English language instruction far exceeds the supply. Program providers have had to accommodate only some of those in need of ESL, often deciding to admit those who are most in need (those with less English language proficiency), and placing others on a waiting list or recommending that they enroll in more costly ESL programs (if they are available) at community colleges or private institutions. The critically limited funds of these families within our school community prohibit parents from enrolling in many of these ESL programs. It is important to ensure the needs of our community are met. An Adult ESL program, can help ensure that parents and members of the community at all levels of English proficiency are offered a class at a time and in a place in which they are comfortable to participate without monetary costs being a concern.

The ESL program will be held on Wednesdays and Thursdays from 2:40 – 4:10pm. One teacher, who is certified in ESL and bilingual education, will begin this class in January 2015. This adult ESL class will run from January to June. The language of instruction is English and will include life skills topics and language functions and forms. Space is available for 20 parent and community members. Letters will be sent to parents in early January and will also be posted outside the school for the community.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
curricula, instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____