

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

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

Principal: **ZHEN (TONY) WU**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 170 The Ralph A. Fabrizio School School Number (DBN): 20K170
K-5
Grades Served: _____
School Address: 7109 6th Avenue Brooklyn NY 11209
718-748-0333 718-921-6351
Phone Number: _____ Fax: _____
School Contact Person: Tony Wu Email Address: zwu@schools.nyc.gov
Principal: Tony Wu
Austin Perilli
UFT Chapter Leader: _____
Aida Ahmed
Parents' Association President: _____
Katie Lobasso
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kristi Pollock
N/A
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
415 89th Street Room 401 Brooklyn, NY 11209
Superintendent's Office Address: _____
kcostan@schools.nyc.gov
Superintendent's Email Address: _____
718-759-4908 718-759-4842
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
415 89th Street Brooklyn
Director's Office Address: _____
cherylwatson@schools.nyc.gov
Director's Email Address: _____

Phone Number: 718-923-5171 Fax: _____

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Zhen (Tony) Wu	*Principal or Designee	
Austin Perilli	*UFT Chapter Leader or Designee	
Aida Ahmed	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Aida Ahmed	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Katy Lobasso	Member/ SLT Chairperson, UFT	
Ann Marie Pinneri	Member/ Teacher, UFT	
Anne Maria Napolitano	Member/ Teacher, UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Danielle Scarangelo	Member/ Teacher, UFT	
Michael Wieber	Member/ Teacher, UFT	
Jeehan Alwan	Member/ Parent	
Hui Ling Wu	Member/ Parent	
Oltiana Isufi	Member/ Parent	
Deborah Valdiva	Member/ Parent	
Christopher Leydon	Member/ Parent	
Liz Hidalgo	Member/ Parent	
	Member/ Parent	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 170 has been educating children in Bay Ridge, Brooklyn for over 100 years. We are located in a very diverse community serving Arabic, Asian, and Hispanic students. While we celebrate our diversity, especially during our cultural festivals held each year in February, we work hard to create one learning community based on trust and respect. In 2015, PS 170 was named, "Respect for All School," which acknowledged the work we do to make all children feel welcome and a part of the school community.

We are a Title 1 school (about 91% of students qualify for free or reduced lunch). 46% of our students are Asian; 1% Black; 18.5% Hispanic; 34% White (among which about 30% are Arabic). 35% of our students are English Language Learners (ELL) and 12% are students with learning disability. Our school community speaks many different languages, including Arabic, Chinese, Russian, Spanish and Urdu. Our students need considerable support in conversational and academic language development. To that end, we provide many supports to help students learn English. We have developed an innovative English Language Lab offered to newcomer students in grades three through five. During the literacy block, an ESL teacher works with new-comer and beginning students with an ESL curriculum. In addition, we have also created an ESL through the theater arts program for ELL students. This program gives them the opportunities to practice their English listening, speaking, reading, and writing skills through performing the plays that they have developed through literacy instruction. We support our students through our unwavering commitment to the arts. We offer band, violin, chorus, and theater in addition to our visual arts and music programs. We also partner with many outside organizations, such as Music in the Neighborhood, Midori and Friends, Inside Broadway, and Studio in the School, to further enrich students' learning experiences.

To help support literacy and language development, we invest heavily in technology. For the past three years, we have purchased a variety of online subscriptions such as Reading A-Z and Myon.com so that students have access to high quality texts and activities at home. To help teachers provide multiple entry points into cognitively challenging tasks for all students, we provided extensive professional development in Smart technology so that teachers can plan interactive, engaging lesson on the Smartboard. This year, we have purchased 12 class sets of Ipads and are training teachers and students in using Smart Amp, a cloud-based application that allows teachers to bring all digital resources to the fingertips of our students, differentiate instruction with ease and effectiveness, monitor student work online, and present lessons in new and innovative ways.

We celebrate a collaborative culture among all our teachers with a focus on rigorous instruction. Teachers have been collectively planning instruction using existing curricula to ensure that it is fully aligned with the Common Core Learning Standards (CCLS) and Danielson's Framework for Teaching (DFT). They helped identify exemplary teaching practices and co-planned lessons for inter-visitations. Teachers also gave feedback to colleagues after inter-visitations were completed. We want to continue building on our culture of collaboration with a focus on rigorous instruction to help improve student outcomes in writing. To that end, we are adopting Teachers College Writing Units of Study as a supplement and enrichment to the ReadyGEN core curriculum and expanding our Smart Amp initiative.

20K170 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1006	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.9%	% Attendance Rate			95.7%
% Free Lunch	86.5%	% Reduced Lunch			5.9%
% Limited English Proficient	38.1%	% Students with Disabilities			15.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			1.2%
% Hispanic or Latino	20.0%	% Asian or Native Hawaiian/Pacific Islander			42.9%
% White	35.6%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.8
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	37.2%	Mathematics Performance at levels 3 & 4			58.0%
Science Performance at levels 3 & 4 (4th Grade)	92.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

We adopted the ReadyGEN reading and writing curriculum two years ago. We analyzed student writing samples across the grades from the performance-based assessment at the end of the units and noted that students struggled with development of ideas in all three genres (informative; opinion and narrative). Teachers also noted that students’ short and extended responses about different texts lacked development and organization. We analyzed the lessons embedded within the unit and realized that they were not sufficient to help students develop their ideas fully.

Teachers have been using checklists and/or rubrics to assess student writing carefully and plan next instructional steps for the class / grade. However, we realized that students are not using these checklists/rubrics as a tool to assist them as they write. The student use of checklists/rubrics as well as ongoing teacher feedback to students during the writing process will be included in the planning of units of study.

Administrators and instructional coaches have worked closely with teachers to analyze curriculum, adapt curriculum to meet student needs and analyze student work samples. Administration and teachers have worked in developing curriculum that addresses the needs of English Language Learners and Students with Disabilities. Throughout the 2015-2016 school year administrators and teachers will work on incorporating both ReadyGen and Teacher’s College strategies to further develop and adapt the writing curriculum.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, grades three, four and five teacher teams will collaboratively develop and implement CCLS-aligned writing units of study in the genres of informative, opinion and narrative. Teachers will use both ReadyGen and Teacher’s College’s Units of Study to develop benchmark assessments and performance tasks to ensure rigorous writing instruction. Rubrics and checklists will be used to monitor and assess student performance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will use Teachers College Writing Units of Study (Opinion, Information and Narrative) which is a Common Core Aligned writing curriculum to help modify, supplement and/or supplant the ReadyGEN writing component using Smart Amp, a computer platform that supports Universal Design for Learning by providing students (especially ELLs and SWD) multiple entry points into a task.</p>	<p>Teachers</p>	<p>September through June</p>	<p>Teachers Instructional Coaches Technology Specialist Administrators</p>
<p>Prior to the planning of the four units, teachers will have professional development around writing practices. They will study and discuss units, lessons and best practices within the Teachers College Units of Study. In addition, teachers will have professional development in Smart Amp, so they can learn how to use the technology prior to planning units and lessons within the platform.</p>	<p>Teachers</p>	<p>September through November</p>	<p>Teachers Instructional Coaches Technology Specialist Administrators</p>
<p>Teacher teams will plan together using the Units of Study and Smart Amp to develop four writing units. Teacher teams will use professional development time for unit planning, as well as three additional periods per week during the school day.</p> <p>Teachers will plan writing units and lessons within the Smart Amp platform.</p> <ul style="list-style-type: none"> • The writing portion of the planning will include: <ul style="list-style-type: none"> ○ selection/development of checklists/rubrics ○ system development to track student/class/grade/school progress across genre ○ Genre unit / lesson planning ○ Formative and Summative on-demand assessments to monitor student progress 	<p>Teachers</p>	<p>September through June</p>	<p>Teachers Instructional Coaches Technology Specialist Administrator</p>

<ul style="list-style-type: none"> ● Teachers will plan writing lessons using the Smart Amp platform that will allow them to digitally: <ul style="list-style-type: none"> ○ present information ○ assign writing tasks ○ monitor student learning ○ provide specific, actionable and timely feedback to advance student learning share student work with the class as well as parents 			
<p>We will conduct frequent parent workshops for parents in grades three, four, five to discuss:</p> <ul style="list-style-type: none"> ○ writing curriculum and expectations ○ how to access teachers' lesson and student work online. 	Parents	September through June	Teachers Instructional Coaches Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher College Units of Study will be purchased for teachers of grades 2-5.

- Grades 2-5 teachers will be given 3 additional periods per week to develop, implement, and reflect on the writing units. This will be made possible by our Junior Great Book (JGB) Team, which consists two full time JGB cluster teachers, and coaches. The JGB team will push in each grade 2-5 class for 3 periods a week.
- A computer technology specialist has been hired to support the Smart Amp training and implementation.
- Smart Amp subscription will be renewed.
- I pads and other supportive materials will be purchased.

Part 4b. 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 SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Two writing units will be developed in grades two, three, four, and five by the end of January 2016. An additional two writing units will be developed in grades two, three, four, and five by the end of May 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We provide a rigorous and rich academic program for our students. While we will continue to strive for academic excellence, we also want to provide a well-rounded educational experience where students can explore interests and talents outside the normal scope of the school day. We want students to feel supported and look forward to every aspect of the school day.

We seek continued improvement with our attendance rate at about 96%. Last year, we noted that we had attendance issues with our after school intervention program. Teachers who taught the after school program noted that students needed additional homework help and had interests and talents outside of ELA and mathematics that were not being developed. Therefore, after school intervention will also include an enrichment period each day.

It is our desire that students to look forward to school each day and that they feel supported in all their areas of interest.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will establish a supportive school culture through an after school enrichment program that fosters the academic / social / emotional / physical well being of students, as measured by a reduction in the number of absences by 20%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>At-risk students will be identified and invited to attend our after school intervention / enrichment program four days per week. This program will provide targeted ELA and math intervention as determined by student work and assessments. The after school intervention program will include, but is not limited to, resources from Math in Focus and Strategic Intervention (RTI) from Go Math!, Ready New York Intervention program, and Readwork.org.</p> <p>The two hour program will include one hour of homework assistance and ELA/math intervention supports. The last hour of the program will be an enrichment program (book club; math games; art club; soccer club, etc..., determined by student surveys and interest)</p>	<p>Students grades two through five</p>	<p>November through March</p>	<p>Teachers Administrators</p>
<p>Students who do not attend Community Based Organization (CBO) after school programs or our own intervention program will be invited to attend the two day enrichment program.</p> <p>To better support students, a survey will be sent out to students to help identify areas of interest. Once we have a list generated of possible enrichment topics, teachers will be invited to facilitate the enrichment activities. Students will fill out a form indicating first, second and third choice and a lottery will be held to determine participants and ensure equitable selection of students.</p> <p>The enrichment activities will be held in three cycles (November - December; January - Mid February; Mid February - March). Students will be able to re-apply for different activities at the start of each cycle. Preference will be given to students who were not selected to attend the previous cycle.</p>	<p>Select Students First through fifth grade</p>	<p>Cycle 1: November through December Cycle 2: January through mid February Cycle 3 Mid February through March</p>	<p>Teachers Administrators</p>
<p>To help build community, we will have a celebration at the end of every enrichment cycle in which all participating students (both intervention/enrichment and enrichment only) will showcase their work for all students to see.</p>	<p>Students</p>	<p>November through March</p>	<p>Teachers Administrators</p>

<p>To better align the school day with after school programs, the instructional coaches will work with the CBO after school programs (CAMBA and CPC) to provide instructional support for the after school facilitators. They will conduct monthly workshops on topics such as:</p> <ul style="list-style-type: none"> ● standards and curricula ● enrichment activities ● management <p>homework support</p>	CBO after school facilitators	October through May	Instructional Coaches Administrators
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> ● Funding will be set aside for per session payment for the after school enrichment program. <p>Curriculum and instructional materials will be purchased.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> ● We will track school attendance daily and identify students who are frequently absent. ● We will track after school attendance and generate a weekly report to identify students are frequently absent. <p>We will conduct student surveys by cycle to generate feedback concerning the intervention and enrichment programs to help improve them for the next cycle.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

One of our goals was the development of four writing units using Teachers College Units of Study on the Smart Amp computer platform based on the analysis of performance based assessments. While the planning component is an important first step to improve student writing outcomes, there also needs to be an inquiry approach to identify student needs to drive the planning. In addition, teachers need to see the lessons in action through inter-visitations to identify best practices using components from DFT as the lens.

We will continue to build on our collaborative culture. In the past year, we have worked hard identifying exemplary practices across subjects that align with CCLS shifts as well as DFT. Teachers regularly planned lessons for inter-visitations, observed lessons and reflected on student outcomes and teaching practices. We will continue this work; however the focus will shift to writing. Teachers in professional learning communities will spend time analyzing the newly developed formative and summative on-demand writing assessments to determine trends and help plan future instruction. We will improve systems to track progress of students as this was a need mentioned in the 2014/2015 Quality Review. Frequent cycles of inter-visitations will also continue using student outcomes and components within DFT to help with planning. We will create tools to better monitor each team and the progress made. We will also provide more support to team facilitators.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, grade level inquiry team members will collaboratively analyze performance based writing tasks to improve writing skills as measured by a 15% increase in the number of students with disabilities scoring at or above proficiency level using a research-based writing rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will receive professional development around the inquiry process that will include assistance with:</p> <ul style="list-style-type: none"> • identifying trends in student areas of need based on formative assessments • planning next instructional steps for groups of students (especially ELL students and SWD) • monitoring student progress after implementation of instructional steps • making additional modifications to teaching practice or writing tasks based on student outcome 	<p>Teachers</p>	<p>September through November</p>	<p>Teachers Instructional Coaches Administrators</p>
<p>Teachers will engage in the inquiry process to improve student outcomes in writing. Teachers will identify trends in student area of need based on formative on-demand assessments. Once teachers identify trends, they will collaboratively plan next instructional steps for students. Teachers will carefully monitor student progress within and across genres and make additional modifications as needed based on additional assessments.</p> <p>Students' formative and summative performance assessment results with specific, actionable feedback will be collected and recorded in a central digital location so that the cabinet can identify school-wide trends and areas of need based on the results.</p>	<p>Students</p>	<p>November through June</p>	<p>Teachers Instructional Coaches Administrators</p>
<p>Facilitators of the professional learning communities will meet monthly to discuss improvements in student outcomes from the inquiry team work and improvement in teaching practice from the inter-visitations across all grades. These meetings will be a forum in which to discuss:</p> <ul style="list-style-type: none"> • protocols for analyzing student work, • best practices for inter-visitations 	<p>Grade Facilitators</p>	<p>September through June Monthly</p>	<p>Instructional Coaches Administrators</p>

<ul style="list-style-type: none"> any issues that might arise with facilitation <p>Each facilitators will record the work and findings of the inquiry teams and the inter-visitations in a digital portal so that all facilitators can see the work and findings from each grade.</p>			
<p>Professional development, planning and inquiry team meetings will take place during the extended professional development time as well as three additional periods per week.</p> <p>During the allotted Parent Engagement time, teachers will meet with parents to discuss student progress and provide strategies that parents can use at home to assist in their child's progress.</p>	Teachers	September through June	Teachers Instructional Coaches Administrators
	Parents	September through June	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Common preparation periods will be scheduled for all grades. A data coach will be funded to support the data collection process. Technology will be purchased to support data collection, analysis, and reporting. 											
Part 4b. 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 SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will digitally collect student samples to determine trends, findings and next instructional steps planned from the inquiry groups. We will use this information and compare it to periodic benchmark assessments, end of unit Project Based Assessment (PBA), and on-demand writing pieces to monitor student improvement and implement next steps.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

See 5 A and 5C

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

See 5 A and 5C

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
See 5 A and 5C			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Last year, we had more opportunities than ever before to help engage parents. With the addition of two additional parent teacher conference evenings in September and May and the weekly parent engagement sessions, teachers had the opportunities to reach out to parents and share their children’s success and challenges. Looking back on the Learning Environment Survey, 33% of parents said they have been invited to school workshops and events five or more times. We want to see that number increase. We also want to improve parent attendance at various workshops and activities increase.

During the 2014/2015 school year, we held a variety of workshops that were designed to help parents understand different topics, such as ELL support, Response to Intervention (RTI), and Individualized Education Programs (IEP’s). These workshops were informative, however some had low attendance. We noted that some of the workshops with the highest attendance were the ones in which there was an activity in which parents and their children could participate together. Moving forward in our action plan for next year, we will work on creating more of these types of experiences to create a welcoming, fun environment for parents and their children.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a collaborative partnership with families by offering more interactive parent engagement activities such as Family Reading Nights, Cultural Festival, four Parent Teacher Conferences, Family excursions, Middle School Parent Workshops, First Fridays, Holiday and Spring Concert, Test Prep Parent Workshop, Family Festival, and Orientation for Kindergarten. These parent involvement activities will result in an increase in parent participation in the various activities. Parent participation will be monitored through attendance at each event.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>During the September parent-teacher evening conference, teachers will offer a curricular overview for the grade. After teachers finish presenting the information, parents will have an opportunity to log in and preview a variety of subscription-based, online instructional tools, such as Reading A-Z, Myon, and IXL, that their children will have access to during the school year.</p>	<p>Parents</p>	<p>September</p>	<p>Teachers Instructional Coaches Parent Coordinator Administrators</p>
<p>Teachers will have opportunities to increase parent involvement on Wednesday mornings. They will regularly meet with parents to discuss student progress; however teachers might also:</p> <ul style="list-style-type: none"> • teach English to parents • develop class websites • create newsletters that share class / school news • conduct parent / student interactive workshops • Workshops to understand IEPs and Progress reports 	<p>Parents</p>	<p>September through June</p>	<p>Teachers Instructional Coaches Parent Coordinator Administrators</p>
<p>There will be interactive parent / child activities scheduled for the May conferences. Some workshops / activities will include:</p> <ul style="list-style-type: none"> • math games • art workshops • teacher vs. parent basketball game • science explorations 	<p>Parents</p>	<p>May</p>	<p>Teachers Instructional Coaches Parent Coordinator Administrators</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Plans and schedules will be made to work with the CBO organizations
- Coaches will offer support to CAMBA and CPC afterschool programs through training
- Per session funds will be set aside for teachers’ planning and participation in parent involvement activities
- Subscriptions to Learning A-Z, IXL, Myon, and Echalk will be renewed.
- All related materials will be purchased.

Part 4b. 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 SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will carefully monitor attendance starting in September to note workshops and activities. We will look to see which workshops have a high attendance to gain an understanding of parent interests. We will use the attendance to make make modifications, as needed, to the workshops / activities. At the mid-year point parents will be surveyed to determine workshops they are still interested receiving.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Fountas and Pinnell Reading Levels ELA State Test Results End of Unit Assessments Writing Samples Class Work	Response to Intervention (RtI) Grades 1-3. Teacher works on targeted decoding / comprehension strategies as needed. After school intervention Flexible Intervention	Small group no larger than four students. Small group no larger than 12 students Small group no larger than 10 students	During the school day. After school Before, during, after school
Mathematics	End of Unit Assessments Class Work	After school intervention Flexible Intervention	Small group no larger than 12 students Small group no larger than 10 students	After school Before, During, After school
Science	End of Unit Assessment Student work	Differentiated instruction	Small group no larger than 10	During school
Social Studies	End of Unit Assessment Student work	Differentiated instruction	Small group no larger than 10	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher report Classroom Observations	Teacher report Classroom Observations	Small group no larger than 3 students	During school

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 section where the response can be found [for example, Section 5A-Part 4].
- 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

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.
<p>Our school's hiring practice is guided by our instructional needs and goals. In order to facilitate more flexibility in programming and services, we attempt to hire teachers who have dual or triple licensure in Common Branch, ESL and Special Education. Assignment of teachers is done based on school needs and goals in conjunction with specific teacher talent.</p> <p>All new teachers are expected to participate in a mentor program which is intended to give them ongoing support and address their specific needs. Throughout the year, new teachers are invited to attend many workshops planned specifically for them. For example, we held workshops about school policy, record keeping and classroom management. New teachers are encouraged to review the Danielson Framework for Teaching Components and develop professional goals and action plans according to the Department of Education's guidelines as they begin to prepare for the tenure process.</p> <p>Our professional development plan always includes opportunities for all teachers to participate in professional learning communities and workshops that help them improve their practice through planning and implementing the CCLS in all subjects. For example, teacher teams regularly select lessons to plan together using DFT as a guide. One teacher presents the lesson while colleagues observe students and the teacher during the lesson. Teacher teams then reflect on the lesson by discussing their observations and evaluating student outcomes. Our goal is to continue to develop highly effective teachers at every level as evidenced by the teacher observation system, ADVANCE.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our professional development plan focuses on the professional learning community as a structure in which teacher teams plan, observe and reflect on best practices to help all students meet the CCLS.</p> <p>This year, we focused on identifying and cultivating exemplary practices aligned to CCLS and DFT. Teachers continue to modify and refine lessons so that the instructional shifts to the CCLS are being met. Teacher teams select key lessons from curricula and select one or two components from the Framework for Teaching in which to assist planning lessons collaboratively. All teachers on the team observe the lesson being taught. Teachers then have the</p>

opportunity to study student work samples to determine if the goals of the lesson were met. Based on their reflection, teachers will then discuss implications for student tasks and practice for future lessons.

The professional learning communities also use an inquiry approach in which to evaluate student work across the grade. For example, teacher teams review the end of unit assessment item analysis for the grade to determine which questions presented a challenge to many students. Once the team identifies the challenging problems, they look at student work samples to identify students' strengths and next steps. Based on the findings, the team will refine future lessons to improve students' outcomes.

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.).

Every year, we host a kindergarten orientation in June preceding the beginning of the school year to advise parents about the types of programs and curricula that their child will have in kindergarten. We provide parents with activities for their child to do before they attend school, such as learning letters of the alphabet and numbers. We also request that parents help their children recall their phone numbers and addresses.

During the first two days of school, kindergarten students are only required to stay for a shortened day. On the first day, children are accompanied by their parents for an assembly about school routines. On the second day, parents accompany their children in the classroom. Parents assist while children learn classroom routines and expectations. This process eases kindergarten students into the routines and lessens their anxiety about attending school.

When parents have indicated their home language is other than English, students are administered the NYSITELL to assess their English proficiency, and if necessary, are placed in classes where they receive ESL services. This year, all kindergarten classes have teachers with dual or triple licenses in Common Branches, ESL and/or Special Education. Other testing is completed as part of the Turning Five process for students who have special needs. Upon receiving an Individual Education Program (IEP), students receive appropriate services, such as speech, occupational and/or physical therapy.

Each month, kindergarten families are invited to participate in our, “Fun Fridays.” To help cultivate the love of reading, parents visit their child’s class and read books to groups of students. After the class visits, parents are invited to stay for informative workshops. Each year, we purchase Cool Culture cards for every family of kindergarten students. This pass allows families to visit over 90 cultural and historic places of interest around New York City. We will monitor participation through two parent surveys administered throughout the school year.

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.

Teachers work with instructional coaches and supervisors to determine the benefit and expected outcome of testing. Teachers use a number of assessments to gauge their students’ progress and performance, including but not limited to predictive and formative assessments in ELA and Math, the New York State ELA and Math Tests, Fountas and Pinnell Benchmark Reading Assessments, unit tests and performance tasks.

All student work is also assessed against standards based rubrics. Teachers begin with a baseline assessment at the beginning of the year and administer assessments throughout the year to determine specific needs for each student. Teacher teams regularly meet to review student assessment and work to identify trends and plan next instructional steps.

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	854,478.00	x	12-14 15-17 18-19 23-24
Title II, Part A	Federal	149,959.00	x	12-14 15-17

				18-19 23-24
Title III, Part A	Federal	45,884.00	x	12-14 15-17 18-19 23-24
Title III, Immigrant	Federal	0	x	12-14 15-17 18-19 23-24
Tax Levy (FSF)	Local	5,372,017.00	x	12-14 15-17 18-19 23-24

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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 (PIP)

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. **PS 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. **PS 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, School Quality 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.

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events and activities throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, Title I Parent Committee;
- hosting four family literacy nights
- hosting our annual Family Fun Festival, Informative Family Workshops during the Day/Evening, First Fridays;
- hosting events to support men asserting leadership in education for their children.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- encouraging participation in cultural family field trips during winter recess;
- support Cool Culture Program by providing each Kindergarten family with a Cool Culture Pass, that provide free admission to over 90 cultural institutions within New York City for the entire school year;

School-Parent Compact (SPC)

PS 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Ralph A. Fabrizio School</u>	DBN: <u>20K170</u>
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
Total # of ELLs to be served: <u>180</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>16</u>
of certified ESL/Bilingual teachers: <u>1</u> <u>6</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 170 has a wealth of supplemental programs for ELL students who need additional academic support. The language of instruction for all the programs listed is English.

ELLs that are performing below grade level are encouraged to attend one of the several after-school Title III programs that support the ELA and Math curricula. For grades 3-5 the after school program focuses on preparing them for the state exams. ELLs who have been receiving services for three or more years who have not met the standards are included in the program. The afterschool program is divided into two sections. 4 classes meet 2x/wk (3 hours per week for a total of 39 sessions) to work on ELA. Each class will be taught by a licensed ESL teacher. 4 classes meet 4x/wk (6 hours/ week for a total of 78 sessions) to work on ELA and math. Each class will be taught by a licensed ESL teacher. It began on October 27th, 2014 and will run until April 2nd, 2015. The following materials were purchased for the after school program: ReadyNY ELA Test Prep books, ReadyNY Math Test Prep books, and Scholastic Short Reads.

As part of the Cultural Celebration on February 11th, 2015, ELL students will participate in cultural dance performances. They will learn cultural dances from around the world and perform them to the school community. 8 classes with 10 students in each class, will meet 2x/ week (90 minutes/ week) for 10 sessions after school to learn the dances as well as the culture of the countries from which the dances derive from. The classes comprise of both newcomer (0-3 yrs) and middle year (4-6 yrs) ELLs. The classes will be co-taught by (8) certified ESL teachers along with dance artists from a NYC DOE approved arts vendor called Neighborhood Music and Arts.

To promote content area knowledge and the acquisition of academic language for our ELL population we have identified and acquired a multitude of materials and technological resources. We have purchased five Ipads for each kindergarten and first grade class. Teachers will be trained to identify appropriate applications and use the Ipads to supplement the learning activities in the classroom by providing our ELL students with non-linguistic representations of content area material. For grades 2-5, we have purchased five netbooks for each class. Students will use the netbooks to engage in research and publishing writing pieces to prepare them for college and the future. To foster a love of reading, we are implementing a reading initiative called, "Read for Books" in which students create their own monthly reading goals to work towards winning a prize book each month. This program seeks to develop a "book culture" in which the value of literacy in an of itself is heightened. We have also renewed our license for readingatoz.com for students to use at home. Readingatoz.com is an invaluable online resource for leveled texts. Any additional funds needed to pay for the above mentioned programs will be covered by other school funding sources.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: _____

Begin description here: Professional development has been an important and ongoing part of cultural awareness training at P.S. 170. Professional development sessions geared to the needs of our ELLs and are attended by the assistant principal, ESL coordinator, common branch teachers, paraprofessionals, ESL teachers and special education teachers. This year we will provide professional development on the principles of Universal Design for Learning (UDL) and it's application to Go Math! lessons to provide our diverse learners with the opportunity to access the curriculum through multiple entry points. The four instructional coaches, Se Wai Lynch, Maria Strongilis, Holli Sainz and Laura Mirto will create engaging training sessions in which teachers will have the opportunity to create and implement lessons with UDL considerations. UDL resources will also be explored and evaluated. Trainings in UDL will begin in December and continue throughout the school year to ensure a shared understanding of its principles and ideology. Training was provided by Se Wai Lynch (ESL Instructional Coach) to new teachers in the area of ESL compliance and Effective ESL Strategies on 10/10/14 from 7:30-8:30am as part of a series of New Teacher Induction trainings.

A series of professional development workshops will be offered to the 17 ESL teachers on staff to further their practice in serving their ELL students.

This series of professional development workshops is designed to support novice and seasoned professionals who are currently working with this population. Each of the four, full-day workshops will take place on designated days assigned by CFN 609. Participants will receive practical hands-on insights on how to effectively scaffold and engage language learners in content instruction. Particular attention will be given to strategies for beginning learners. Additionally, the integration of the arts will be emphasized. This Professional Development series is offered by : Jennifer Stengel-Mohr, Queens College in conjunction with ArtsConnection. This series of workshops is a beneficial precursor to an arts integration partnership. The session topics are as follows:

1) Understanding Language Development, Types of Knowledge and Building Prior Knowledge

This session will build a foundational understanding of language development in hopes to change perceptions about language learners. An emphasis is placed on how to provide opportunities that elevate these students to success rather than submit them to failure. Participants will explore declarative and procedural knowledge as they relate to tasks in the classroom. Techniques will be shared on how to engage language learners by connecting to and building upon their prior knowledge.

2) Effective Lesson Plan Structure and Contextualized Instruction

This session will address how to properly structure a lesson to include both content and language objectives. Techniques will be shared for how to contextualize learning. Additionally, strategies will be given for how to effectively chunk information to make it manageable for language learners. Participants will also look at ways to provide multiple entry points into learning.

3) Academic Language, Linguistic Objectives and Scaffolded Language Tasks

This session will focus on language instruction, in particular the acquisition and use of Academic Language. Participants will be shown how to craft linguistic objectives based on the learners' proficiency levels. A variety of scaffolded language tasks will be shared.

4) Differentiation and Appropriate Support Materials and Resources for Language Learners

This session will tie- in information from all the previous session while evaluating appropriate materials for language learners' use. Techniques for multiple pathways to learning will be discussed. Connections to The Arts will be addressed.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: _____ Family involvement has been at the forefront of our school's mission to increase academic success. To bolster family literacy, we are continuing to implement our First Fridays reading program in which parents are invited to read a book of their choice in the language of their choice in their child's classroom. Parent workshops to introduce reading strategies and resources are offered after the reading session. The dates and times for the workshops are to be determined. Parents of immigrant families will be notified of the workshops through PTA meetings. Families will have the chance to borrow multicultural books and share their love for reading within our building. We will also continue our Cultural Celebration program and Parent Festival. Parents will be invited to view students' work, presentations and sample multi-cultural foods and watch their children perform dances from around the world. This celebration fosters a sense of community and citizenship while honoring the diverse cultures of the immigrants that come to our school. The Cultural Festival will take place on February 11th from 7-9pm. We also have special workshops that are geared towards the parents of immigrant students including:

-Kindergarten Cool Cultures Workshop on September 4th, 2014 from 9:00-10:30am _____ The parent coordinator provided a workshop explaining how to use the Cool Culture Pass which is a family pass providing free general admission to over 80 cultural institutions. Parents of ELLs are encouraged to bring their children to museums and other cultural institutions to build their background knowledge.

-Middle School Workshop - October 3rd, 2014 from 9:00-10:30am _____ Parents were informed about the middle school selection process by the parent coordinator and guidance counselor. Special considerations concerning ELLs were provided.

- Internet Safety October 30th, 2014 from 9:00-10:30am _____ The parent coordinator provided a workshop on safety tips and how to monitor internet usage by their children.

-Understanding the RTI model - December 3rd, 2015 6:00-7:30pm - Facilitated by a licensed ESL teacher _____ The ESL/ Special Education Instructional coach will provide a workshop in which parents of ELLs explore the tiered system of instructional support for a linguistically and culturally diverse student population.

-Understanding Section 504 Accommodations - January 9th, 2015 6:00-7:30pm - Facilitated by a licensed ESL teacher _____ The ESL/ Special Education Instructional Coach will provide a workshop in which parents of ELLs are informed of the process for requesting Section 504 Accommodations is explained. Answers to frequently asked questions of what is covered and protected under Section 504 Accommodations will be provided.

-Special Education: LRE and The Continuum of Services - February 6th, 2015 6:00-7:30pm - Facilitated by a licensed ESL teacher _____ The ESL/ Special Education Instructional Coach will provide a workshop in which parents of ELLs will be informed of NYC DOE's continuum of special education services and the evaluation process.

-The Parent's Rights, Responsibilities, and role in the IEP process - March 6th, 2015 6:00-7:30pm - Facilitated by a licensed ESL teacher _____ The ESL/ Special Education Instructional Coach will provide a workshop in which parents of ELLs will learn how to become active partners in the IEP process. They will be provided a brief overview of the different components of the IEP and learn which questions to ask during an IEP meeting to ensure that their child is being fully

Part D: Parental Engagement Activities

served.

All the above events and workshops include translations and translators to make the information comprehensible for our parents of ELLs whose native language is not English.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Zhen Wu	Assistant Principal (Interim Acting) Holli Sainz
Coach Se Wai Lynch	Coach Maria Strongilis
ENL (English as a New Language)/Bilingual Teacher Maria Impagliazzo	School Counselor Noreen Spelman and Najieh Diab
Teacher/Subject Area Austin Perilli/ Math	Parent Aida Ahmad
Teacher/Subject Area Maria Donohue/ ELA	Parent Coordinator Abigail Figueroa
Related-Service Provider Lauren Boykin	Borough Field Support Center Staff Member Aaron Perez
Superintendent Karina Constantino	Other (Name and Title) (I.A.) A.P. - Kristi Pollock

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	19	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	20
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	3	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	15	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1019	Total number of ELLs	361	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" 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"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	365	Newcomers (ELLs receiving service 0-3 years)	349	ELL Students with Disabilities	39
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	353		34	12		5				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 14

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

Freestanding English as a New 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	6	10	17	7	11	7								0
Chinese	56	47	31	29	22	11								0
Russian	3	1	1	1										0
Bengali		1												0
Urdu	2		1	2		1								0
Arabic	14	10	18	12	17	12								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1											0
Albanian					1									0
Other	3	3	1	1	1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	14	4	8	4									0
Emerging (Low Intermediate)	5	14	3	13	5									0
Transitioning (High Intermediate)	5	5	8	8	4									0
Expanding (Advanced)	49	49	34	16	13									0
Commanding (Proficient)	43	14	60	12	32									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				3	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	28	14	44	14	34	14								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	13	3		0
4	14	4			0
5	22	7	1		0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5	4	10	10	4	6	1	4	0
4	3	3	6	6	1	4			0
5	7	6	6	5	2	1	5	3	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	2	1	10	7	6	4	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Our school uses the Fountas and Pinnell (F&P) Benchmark Assessment Systems in grades Kindergarten through grade two. This assessment is given to our students four times a year (October, February, May and June) to monitor their reading progress. This assessment provides useful information about students' reading behaviors, independent reading levels, oral vocabulary development, and comprehension levels. According to the F&P results from the end of the 2015 school year over 45% of ENLs in grade 1 were reading below level A, while less than 5% of non-ENL students were reading below Level A. Because, ENL students who lack strong foundational skills in reading are greatly hindered from having access to the CCLS and the ReadyGEN curriculum in grades 2-5, we are focusing on providing response to Intervention (RTI) in ELA to students in first grade. Currently, over 50% of all first grade students receiving RTI are ENL students.

Our school-wide focus on vocabulary acquisition, syntax development, and reading comprehension are all aimed at raising the number of ELLs who meet the designated literacy benchmark for their grade and to meet grade level Common Core Learning Standards (CCLS). Students in kindergarten and first grade follow a curriculum called Journeys. They are assessed on in phonics and reading comprehension. Students in grades 2-5 are also assessed using Performance-Based Assessments (PBA) from our reading program, ReadyGen. These assessments are administered at the end of each module (two per unit) and are used to assess students' reading comprehension. In 2nd grade, the PBA is a writing assessment which incorporates all of the concepts learned from the module. In grades 3-5, the PBA consists of two parts, a writing assignment and a multiple-choice assessment which is similar to the New York State ELA Exam. In addition, our students are assessed in mathematics using chapter and unit assessments from our mathematics program, Go Math! Both of these assessments are aligned to the New York State Common Core Learning Standards. Students in grades 3-5 are also assessed with baseline ELA and Math assessments at the beginning of the year. The results of these assessments have shown that students lacked writing stamina and proficiency. The work produced in the classrooms were low quality and did not thoroughly address the given task or prompt. To address this need, every grade meets on Monday and Tuesday mornings to conduct collaborative inquiry with the guidance of an instructional coach or administrator to focus on improving writing

across the genres. During this time, assessment results and student work are discussed and analyzed so that our teachers can set instructional goals for our students. During this time specific strategies for working with ENLs is also shared.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns across performance levels reveals that our school 1) makes annual increases in the number or percentage of ENL students making progress in learning English ; 2) makes annual increases in the number or percentage of LEP students attaining English language proficiency ; and 3) makes Adequate Yearly Progress (AYP) in English language arts and mathematics for LEP students under Title I.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
Due to the fact that our ENL students make Adequate Yearly Progress (AYP) in English language arts and mathematics we do not use the AMAo Tool.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Although the overall performance of 4th ENL students taking the NYS Science Test in their home language was similar to ENL students taking it in English, there was a slightly higher percentage of ENLs taking it in their HL scoring at a Level 3; 58% of ENLs taking the test in their HL scored a level 3, while 55% of ENL students taking it in English scored a level 3. An analysis of the State Math results reveal that ENL students taking the test in their home language had a higher percentage of students scoring at a level 3 in grades 3 and 4 and a higher percentage scoring at a level 4 in grade 3; In grade 3 (17%) of ENLs taking the State Math test in their HL scored a level 4 while only 5% of ENLs taking the test in English scored a level 4. In grade 5, ENL students taking the State Math test in their HL performed similarly to those taking it in English.

Our school has opted not to use the ELL periodic assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]
In order to ensure that ELLs are not incorrectly identified as having a learning disability, the school follows the RTI framework to provide research-based targeted intervention at three different tiers (levels of intensity) to ELLs at risk of not meeting grade level standards. Long-term ELLs are closely monitored for adequate progress with the NYSESLAT. If students do not advance to the next language level and do not meet grade level CCLS standards and reading benchmarks, teachers provide scaffolded instruction during small-group instruction in the classroom. If they do not respond positively to small-group instruction in the classroom, they are offered after-school or RTI services. Teachers use a combination of assessment results and conference notes to inform their decision to invite students to these supplemental services. For afterschool, teachers identify specific skills/ standards that the students are having trouble with and provide specific instruction based around those skills/ standrds. Attainment of these skills/ standards is monitored weekly and recorded on an skills assessment sheet which is reported to the Assistant Principal. ELLs that are identified for Tier II and III RTI services receive instruction using a research-based program such as Wilson, Linda-Moodbell's Visualizing and Verbalizing, or Leveled Literacy Intervention.
6. How do you make sure that a student's new language development is considered in instructional decisions?
To ensure that second language development is considered in instructional decisions, ESL teachers work closely with instructional coaches to identify the language demands of units of study in ELA and mathematics. In particular, the vocabulary and the expected outcomes of the Performance Based Assessments/ Tasks (PBAs) are evaluated closely to develop scaffolding strategies and activities to help students access the content. Teachers may choose additional vocabulary words to focus on and may teach additional lessons that support the final PBA.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

If the student is a new entrant to the NYC DOE school system or if they are reentering the NYC DOE school system after they have left the system for 2 or more years, they are administered the Home Language Identification Survey (HLIS) upon registration. This registration process includes conducting an informal oral interview in English and the student’s native language and also answering any questions about filling out the Home Language Survey (HLIS). A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). The ENL coordinator (a pedagogue licensed in TESOL) along with one of our multi-lingual TESOL licensed pedagogues (7 Chinese speakers, 2 Arabic speakers, 1 Albanian speaker, 2 Greek speakers, 1 Russian speaker, 1 Italian speaker and 2 Spanish speakers) are available to conduct and translate during the registration process. If a licensed pedagogue is not on hand to assist with translations, over-the-phone interpretation services are also available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. The ENL coordinator signs off on the HLIS to determine whether or not the student is eligible to take the New York State Identification Test for English language Learners (NYSITELL). If a student is reentering the NYC public school system after 2 continuous years not in a New York State school, the process described above is followed. If a student is entering from a New York state school outside of NYC, information regarding the student’s ENL status is requested from the prior school. If the information can be obtained, the NYSITELL is not administered. If it is not obtained, then the identification process described above is followed. The administration of the NYSITELL is as follows: The ENL coordinator prints out scan sheets for all eligible students using the RLBA screen in ATS. Students are tested one-on-one by either the ENL coordinator or another licensed ESL teacher. Each student is tested based on the level indicated on the scan sheet. For students in grade k-2 the students answer each question in the booklet and the proctor transcribes the answers onto the scan sheet. For students in grades 3-5, they use the scan sheet as the answer sheet. The speaking and writing sections of the test is scored by the proctor using the speaking and writing rubrics included in the booklet. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL are administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB answer documents are printed out using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. The Identification and Placement Process for General Ed. students (Including HLIS, NYSITELL, and Parent Option Form) is completed within 10 days.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

To identify SIFEs (Students with Interrupted/ Inconsistent Informal Education), the pupil accounting secretary works with the ENL Coordinator to interview the parents/ guardians of the student and review the student’s records to gain background information on the student’s academic history. If a student comes from a home where a language other than English is spoken, enters after grade 2 and has had less than 2 years of schooling than their peers, the SIFE Oral Interview Questionnaire is administered. The SIFE Oral Interview Questionnaire will be used to gain in depth family background information, learn about the student’s education history, and gauge the student’s language and literacy practices. The student’s feelings towards living in a new country, attending school and his/ her future plans will also be discussed. After that, the Multilingual Literacy Diagnostic (MLD) for SIFEs will be administered to ascertain his/her home language literacy level. SIFE Determination is completed within 30 days of registration.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a student has an IEP and his/ her home language is determined to be other than English, the Language Proficiency Team reviews evidence of the student’s English language development. The LPT will consist of the Assistant Principal, ENL Coordinator, the school psychologist, student’s parent and/ or a speech-language therapist. If the LPT recommends that the student take the NYSITELL, the recommendation is sent to the principal for review. The LPT Determination Form is completed and reviewed by the principal. Upon review, the principal will determine if the student should take the NYSITELL. If the principal agrees with the recommendation, then the student takes the NYSITELL to determine his/ her ELL status. The ELL identification procedures continue as with all students. If the LPT does not recommend that the student take the NYSITELL, the recommendation is also sent for the principal for review. Upon review, if the principal determines that the student should not take the NYSITELL, then he/ she will send his/ her determination to the superintendent or designee for review. The parent is notified within 3 days. Upon review, if the superintendent or designee

determines that the student should not take the NYSITELL, the parent is notified and the ELL identification procedures terminate. The identification and placement process for students with IEPs outlined above is completed within 20 days of registration.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After a student or group of students takes the NYSITELL, the ENL coordinator reviews the RLCB report from ATS to determine whether or not the student(s) are entitled to ENL services. Once the report has been reviewed, the ENL coordinator fills out entitlement and/ or non-entitlement parent notification letters (based on the results indicated by the report) in the parents' preferred language (whenever possible) along with an English version, makes a copy and distributes them by the following day. The copies are filed in the students' cumulative records. The ENL coordinator also keeps a record of which letters have been sent out on a spreadsheet.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

After the identification process has taken place for a student, parents are sent entitlement/ non-entitlement letters. On the letter, there will be a detailed explanation that they may appeal ELL status within 45 days. The corresponding deadline will be indicated on the letter. If a student is eligible for ENL services, the ENL coordinator will also conduct parent orientations within 10 days of the determination. At this time, the right to appeal will be further explained to the parents. Parents will be given an overview of the re-identification process outlined in the English Language Learner and Policy Guide 2015-2016 and provided with Parents will also be informed that the re-identification process will completed within 10 school calendar days upon receipt of the written notice.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After a newly-admitted student has been identified as being eligible for ENL services, the ENL coordinator sends home copies of the letter which invites parents to attend an ENL orientation workshop (Appendix C) in the parents' preferred language (whenever possible), along with a copy of the parent survey and selection form (Appendix D) within 5 school calendar days. All parent orientations are scheduled within 10 days of ENL status determination. This year we will conduct one-on-one parent orientations during the month of July during the early administration of the NYSITELL. Parents have been informed that they may participate in a one-on-one orientation based on the results of the NYSITELL. After that, another orientation is held at the end of September, to accommodate any parents that cannot bring their child in for early testing. After the initial orientations, other orientations are held on an as-needed basis. Parents who both decline to attend an orientation and neglect to return a completed Parent Survey form are invited to future orientations and are called by one of our multi-lingual pedagogues to ensure attendance. We also make the effort to accommodate our working parents by setting up one-to-one meetings before and/or after school to explain the parents' rights and parent choices for available programs. During the orientation in September the parents/ guardians are welcomed by the Principal, ESL coordinator, and push-in ESL teachers. During all orientations and one-to-one meetings, the three available programs for ELLs are introduced and explained. Parental Rights are also explained during this time. The Parent Option DVD is played in the respective languages of the parents/ guardians. Parental rights are discussed, parent brochures are also distributed and explained, and the Parent Option Survey is distributed and filled out. At this time, due to responses from Parent Surveys our school only has Freestanding ESL. Students are placed in a Freestanding ESL program within 10 schools calendar days. Parents are informed Dual Language and Transitional Bilingual Education is not available at this time and they are provided with the following two options:

 - o Keep the student enrolled at the current school in an available program; if the parent chooses this option, the school should immediately place the student in that program and begin serving him/her; OR
 - o Transfer the student to a different school where the parent's selection is currently available. To do so, schools should contact the Department of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment. While the school awaits the transfer, the student is temporarily be placed in an ENL program in the school until the transfer is complete. Students placed in ENL due to the unavailability of bilingual programs at the current school count toward minimum thresholds for opening a bilingual program.
 - Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and maintained at the school using existing procedures established within the school. While waiting for a parent to complete the form, the school should place the student is placed in a Freestanding ESL program. Any questions regarding the three program options are answered by the ENL coordinator. After the Parent surveys have been completed and returned the parents' program choics are entered into the ELPC screen on ATS. Any unreturned Parent option form results in selecting Dual Language as the default choice on the ELPC screen. All parents' related documents can be found in on the NYC DOE Intranet website under, special populations/ ENL Compliance. ENL-related correspondence goes out to parents in both English and their native language when available.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Starting this year, we will conduct one-on-one orientations immediately after the early administration of the NYSITELL. During this time licensed ESL pedagogues will be on hand to inform parents of the three program choices that are available and assist in completing the Parent Surveys and Program Selection form. Upon receipt of the Parent Survey and Selection form, guardians are sent a Placement Letter (Appendix F), to inform the parents that their student will be receiving ESL services. Photocopies are made of both the Parent Survey and Selection form and Appendix F and are stored in a binder. Parents of students that were administered the NYSITELL during the school year and are identified as ENL students, are invited to a Parent Orientation meeting in the beginning of the school year after all the testing has been conducted. Entitlement letters in both English and in the parents home language (when available) is sent home. Program selections are entered into the ELPC screen. A spreadsheet of the ELPC screen is downloaded from ATS and kept by the ENL coordinator.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
All responses from Parent Option forms are recorded on the ELPC screen in ATS. The ENL coordinator runs a report indicating which forms are still missing. If a parent or guardian has not attended the orientation meeting and the form is missing, translators call home to reach out to parents and conduct phone orientations in the parents home language. A follow up letter and Parent Option Form is sent home for the parents to complete at home. All parent program preferences are recorded in the ELPC screen in ATS. The ENL coordinator tracks parents' program preferences on a spreadsheet and includes it in the HLIS/ Parent Option Binder.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once a student's Parent Survey and Program Selection form has been received and the parent's choice has been recorded into the ELPC screen on ATS, a placement parent notification letter is completed and sent home. The ENL coordinator uses a spreadsheet to keep track of which letters have been distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All original copies of ELL letters and forms are kept in the student's cumulative records. A list of all ELL documentation is placed in each record for classroom teachers to keep track of which forms should be in the cumulative records folder. The following list of documents are scanned and copied into a digital folder entitled ELL Folder of Critical Documents:
Dated and signed copies of each student's
 - o Home Language Identification Survey
 - o Parent Survey and Selection Form
 - o Program Placement Letter
 - o Entitlement letter (newly identified ELLs)
 - o Continued entitlement letter (continuing ELLs)
 - o Non entitlement letter
 - o Language Proficiency Team NYSITELL Determination FormHard Copies of the HLIS, Parent Survey and Selection Form and LPT NYSITELL Determination form will be kept in a binder maintained by the ENL coordinator.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL coordinator works closely with the testing coordinator to coordinate the NYSESLAT. They use the RLER report from ATS to determine which students are eligible to take the NYSESLAT. From this report, a testing schedule is created to ensure that all eligible students will be tested. All eligible students take all 3 listening, reading, and writing booklets Students are tested in whole groups The testing coordinator creates a spreadsheet for recording which students are present for which sub-sections of the NYSESLAT and which students need to make-up a part of the exam. All push-in teachers are provided a schedule to complete the speaking portion of the NYSESLAT within the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of the school year, the ENL coordinator downloads the RESI and RLAT reports from ATS to identify all ELLs that are still entitled to services. All parents of students who have not met the criteria to exit out of ENL services will receive a notification letter explaining that their child will continue to be entitled to services. All parents of students that have met the criteria for exiting out of ENL services will receive transitional support notification letters indicating that their child will be entitled to such services for 90 minutes/ week for the next two years. A copy is made of each notification letter and kept in the student's cumulative record. The letters are also scanned and a digital copy is kept on a flash drive. The ENL coordinator records that which letters have been sent on a spreadsheet.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
In the past few years, the vast majority of the parents/guardians who returned a Parent Survey/Selection form indicated a first choice of Freestanding ESL. In 2007, 10 parents chose bilingual education as their first choice (9%), 4 parents chose Dual Language (2%) as their first choice, and 76 parents chose ESL (89%) as their first choice. In 2008, 6 parents chose Bilingual Education (8%) as their first choice, 2 parents chose Dual Language (2%) as their first choice and 41 parents chose ESL (90%) as their first choice. In

2009, 5 parents chose Bilingual Education (6%) as their first choice, 1 parent chose Dual Language (3%) as their first choice, and 26 parents chose ESL (91%) as their first choice. In 2010, 0 parents chose Transitional Bilingual Education (0%), 1 parent chose Dual Language (1%) and 46 parents chose ESL (99%) as their first choice. In 2011 (1) parent chose Transitional Bilingual Education (1%), 3 chose Dual Language (3%) and 97 chose Freestanding ESL (96%). In 2013, only 4 parents chose Transitional Bilingual Education and only 3 have chose Dual Language. In 2015, out of the 56 returned forms, (5) parents chose Transitional Bilingual Education (8.9%), (9) parents chose Dual Language (16.07%), and (42) parents chose Freestanding ESL (75%). Even though, some parents have requested Transitional Bilingual or Dual Language services for their children in the past, because of the variety of languages and dialects spoken at our school there are not enough such requests in any one language to open a bilingual class. We will continue to let our parents know of the different choices of language support programs which are available in the New York City school system, so we can look into offering alternative programs if requested by the mandated number of parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

For the 2015-2016 school year we will have 11 stand-alone ENL classes (1 class on each grade from grades 1-5 and 5 classes in kindergarten). The students in these classes are taught intense language instruction throughout the day using ESL methodologies. Teachers in each self-contained class fulfill the mandated minutes of Standalone ENL and Integrated ENL because they possess dual certifications in ENL and common branch. These teachers use ENL strategies as well as provide the core content that elementary school students receive from self-contained common branch classroom teachers. Students in these classes are age appropriate for their particular grade and grouped heterogeneously (mixed proficiency level). Classes in grades 1-4 have been established in order to provide transitional support services to students who have met exiting criteria. These classes will be taught by a licensed ENL teacher. Students in these classes will consist of former ELLs (who are entitled to 2 years of transitional support services, ELLS and non-ELLs).

Former ELLs in grade 5 will be provided transitional support services through a push-in program. Push-in ENL teachers may work in small groups or co-teach with the general education teacher according to the the ELL group size and needs within the class. All our ENL teachers cooperatively plan with the classroom teacher in order to differentiate the literacy lesson to make each lesson comprehensible for our ELL students.

SAMPLE FIFTH GRADE PUSH-IN-SAMPLE STUDENT SCHEDULE:

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

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

Period 3-Teacher Prep-Science

Period 4-Math

Period 5-Lunch

Period 6-Science

Period 7-Social Studies

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

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In each of our self-contained ENL classes, an ENL teacher who is dually licensed in ESOL and Common Branch instructs Entering and Emerging (beginner and low intermediate) students for 360 minutes per week (8 periods per week); this includes 180 minutes of integrated ENL. Within the same classroom, Transitioning and Expanding (high intermediate and advanced students) receive 180 minutes of integrated ENL/ELA. (2) push-in ENL teachers service (6) ICT classes that have ENL students with disabilities in 1st and 2nd, 3rd, 4th, and 5th grade. All instruction is delivered in English with some native language support for our newcomer students.

3. Describe how core content is delivered in each program model. 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.

ENL teachers participate in grade level and vertical program planning and implementation of the literacy curriculum. This past year, teachers worked together to create differentiated options for portions of the ReadyGEN literacy curriculum. Teachers also refer to the ESL Scaffold handbook for guidance on making instructional decisions. ENL teachers analyze the language demands of each lesson to create vocabulary and grammar activities that support comprehension. Students are provided multiple pathways for demonstrating their comprehension within a subject area. They are encouraged to use both linguistic and non-linguistic means to share their thoughts and ideas. In grades 3-5 students are provided with one-to-one dictionaries in their home languages whenever possible and bilingual math glossaries. Newcomer students at the entering or emerging level are also assigned language buddies whenever possible to help them navigate the school system and become acclimated to their new classrooms.

All teachers at P.S. 170 are required to use best practices and teach language through content. Teachers recognize the need to provide the linguistic means for students to fully and clearly utilize their background knowledge. Teachers have a clear understanding of the cultural and economic backgrounds of the students and use this knowledge to build a strong community of learners. All teachers are also encouraged to use abundant visuals to support student comprehension and the school's SMARTBoards and other forms of technology, including iPads are increasingly used to shelter content with visual cues and to provide multi-media instruction to address the learning modalities and needs of students. Last year, each grade will conduct cross-curricular planning to align the literacy units in ReadyGen to social studies and science concepts to help students gain knowledge of vocabulary and syntax. Teachers use these and other strategies to promote language acquisition and comprehension; in an effort to boost students' CALP skills and help ELLs meet and eventually exceed state standards.

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

ELLs that are literate in the native language are encouraged to read texts in the native language to support their academic progress in English language development. Furthermore, ELLs that speak Chinese, Spanish, and Arabic are provided opportunities to converse with teachers and paraprofessionals in their native language when appropriate or necessary during classroom instruction. Students in grades 3-5 are provided with one-to-one glossaries for mathematics and are evaluated on their proficiency with using such materials. We are currently considering adding standardized screeners to assess ELLs in their home languages.

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Newcomers, long-term ELLs, SIFE, and eligible Special Education students all receive ESL services at P.S. 170. Instructional differentiation is essential for the successful management of such a diverse population. Recently-arrived ELLs are placed in one

of our self-contained or push-in ESL classes, where the ESL teacher can provide intensive one-on-one and small group instruction on a daily basis. For newcomer students, ELL teachers ensure that students receive a balance of foundational and conceptual instructional. Students are exposed to rigorous work while being supported in the areas of phonics and foundational reading. Teachers look closely at the guided close reading questions provided by the ReadyGen reading program and scaffold these questions for the students. Teachers consider students' language level and years of service when they differentiate and scaffold the questions provided by the ReadyGen program. By scaffolding the questions, teachers are able to keep the integrity of the program in tact and promote higher order thinking. These newcomers are assigned a language buddy to help them become acquainted with school routines and student expectations. Teachers of ELLs receiving 4 to 6 years of service, closely examine the areas of need within the four language modalities to provide targeted instruction. As part of the ReadyGen program, there is time allotted for scaffolded instruction for students that exhibit difficulty with grasping the major concepts of a lesson. Newcomer ELLs and ELLs receiving 4-6 years of service are pulled into small groups to be retaught the major concepts during this time. For former ELLs (in years 1 and 2 after testing proficiency), teachers ensure that vocabulary acquisition and proficiency in language conventions is maintained. Teachers receive a report of who has recently tested proficient. Currently we do not have students that have completed 6+ years of service. Former ELLs that have exited ELL status receive 90 minutes of Integrated ENL for up to two years in the form of project-based learning with a dually certified ESOL and Common Branch teacher.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ENL coordinator in the school, the parent/guardian, and the student. If the principal, based on the recommendation of the ENL coordinator and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification will be made in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days. To ensure that the student's academic progress has not been adversely affected by the re-identification, the ENL coordinator will meet with teacher of student and review the student's progress in comparison to the work he/she produced upon entering the school. A triangulation of data including the teacher's observations, school based assessments and written assignments will be evaluated. If it is determined that the student's progress has been adversely affected, then the cases will be revisited.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

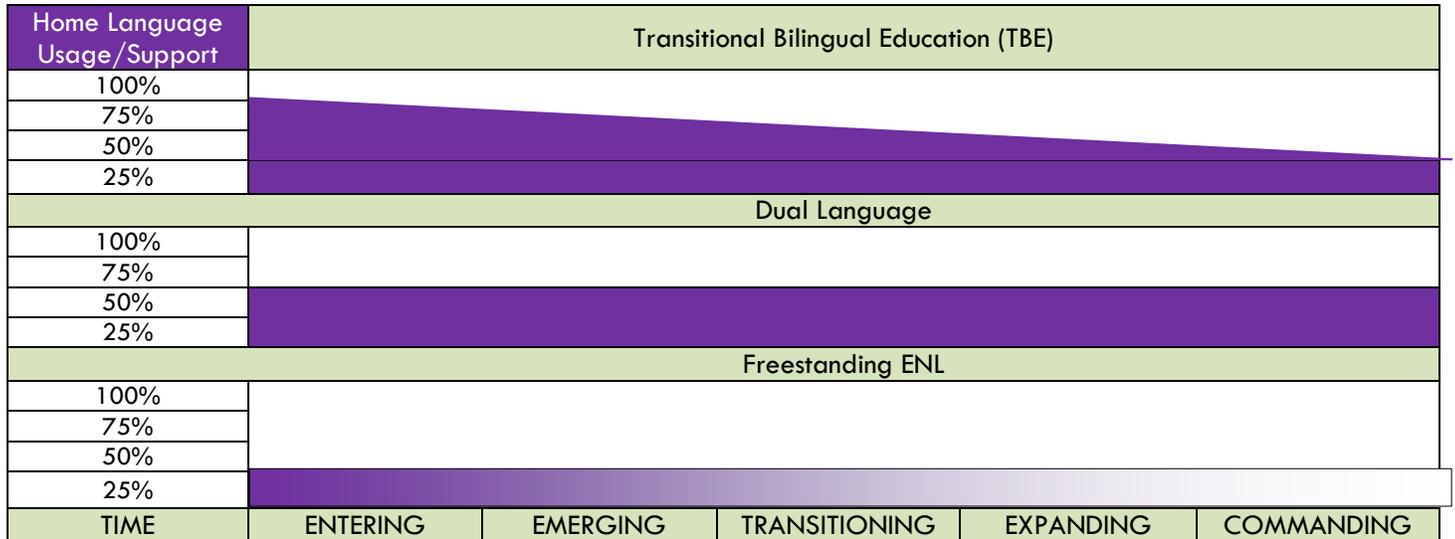


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
P.S. 170 has a wealth of intervention programs for ELL students who need additional academic support. Our newcomers and long-term ELLs are encouraged to attend one of the several after-school Title III programs that prepare ELLs for state tests. For the 2015-2016 school year we will implement two new intervention/ enrichment programs for grades 1-5. One program will be a blended program in which students receive homework help, intervention in math and/ or ELA and participate in an enrichment activity. ESL students who have been receiving services for three or more years who have not met the standards are included in the program. All special education ELLs receive academic intervention services as needed and as dictated by their IEPs. We provide ICT classes for grades K-5, and other related services for students in all grades.
Each teacher is trained to implement RTI strategies within the classroom, such as "double dosing" Foundations lessons for students struggling with decoding. ELLs who have not been able to meet the performance standard in reading comprehension and writing also participate in small group instruction. The reading skills and vocabulary are presented using Science and Social Studies themes. Two years ago we incorporated a push-in ESL Through the Theatre Arts program which we continue to have. The students work on plays as a genre and develop their own plays for a performance to help our ELL students with their listening, speaking, reading and writing skills.
Beginner/ entering level newcomers in grades 3-5 will participate in our Innovative and Intensive ESL Program which is taught by 1 ESL teachers. This is a supplemental program designed to promote the foundations of language acquisition. The teacher uses an intensive ELL literacy program published by Santillana called, "Spotlight". They also receive explicit and systematic phonics instruction using Foundations.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
After reviewing the Performance-Based Assessments and bi-weekly ReadyGen-based comprehension tests, it has been shown that reading comprehension has improved. However, students have to engage in more rigorous writing. For example, students are able to cite evidence and demonstrate their comprehension on multiple choice tests, but they have difficulty expanding upon their ideas in written form. In addition to assessment results, teachers have observed a marked improvement in the use of academic vocabulary during classroom discussions. As part of the ReadyGen program, students must remark on one another's statements and answer close reading questions using textual evidence during whole and small group discussions.
12. What new programs or improvements will be considered for the upcoming school year?
Last year we implemented the CCLS aligned reading program, ReadyGen for the whole school. After two years of implementation, we have evaluated its effectiveness and appropriateness across each grade level and have decided to make the following changes: 1) In kindergarten and first grade we have decided to supplant ReadyGEN with another CCLS aligned literacy curriculum called Journeys. We have found that Journeys is more accessible to students in these grade levels and provides more ELL support 2) Students in grade 1 will be exposed to the ReadyGEN curriculum at the end of the year so that they will be acclimated to the structure and demands of the curriculum as they enter 2nd grade. 3) In grades 3-5, teachers will develop lessons using an interactive website called SmartAMP to increase engagement and provide multiple points of entry into content area lessons. 4) We will supplant the ReadyGEN writing portion of the curriculum with Teacher's College Writing Units of Study. We will align these units with ReadyGEN to foster more rigorous writing. Having a high standard for all students including ELLs and former ELLs will help them meet and/or exceed the CCLS.
13. What programs/services for ELLs will be discontinued and why?
We have discontinued the use of National Geographic's Reach Program for the self-contained ESL classes and no longer use the Treasures Reading Program in non-self-contained ESL classes. These programs lacked the academic rigor expected in the CCLS. In order to expose students to the rigorous demands of the CCLS we have adopted the city-approved, CCLS aligned reading program, ReadyGen for grades 2-5 and Journeys for kindergarten and 1st grade.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs identified in need of additional support are invited to after-school programs. Invitations are translated into three major languages (Spanish, Chinese, and Arabic) to promote participation. All ELLs participate in ESL Through the Theater Arts and in the annual Cultural Festival where they learn dances from around the world. These two programs take place during school hours. The Cultural Festival dances are taught by visiting teaching artists. Students not only learn how to perform the dances, they also learn about the countries where they originate from.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
This past year we piloted the use of SmartAmp, web-based lesson and content delivery platform in which students can engage in collaborative activities, take assessments, view web-based content, and participate in lessons digitally. This year only one self-contained ESL class participated in the pilot. Due to the success of the pilot, in the upcoming school year, 5 classes serving ELLs and former ELLs will participate in using the SmartAmp platform. This web-based platform supports ELLs in that it provides them an alternate means to demonstrate their understanding of a lesson and lessons can also be tailored to each student's needs and

language level. For example, teachers can "push" differentiated worksheets on a virtual workspace and provide links to online dictionaries, videos and other reference materials for each student. Materials in students' home languages can also be provided on the platform. Students can access Google Translate within a lesson to get clarification in their native language. Two years ago, the whole staff received training in using SmartBoard Technology. Teachers learned how to create dynamic, interactive lessons incorporating visual and audio components to support ELLs. Teachers also use mini-laptops during small-group instruction to provide students with access to the internet to research topics. ELLs in fifth grade are taught how to create presentations using Microsoft PowerPoint. All ELLs have access to Reading A-Z.com and IXL.com at home and in school to practice standards based concepts in literacy and mathematics. Reading A-Z.com has a unique feature which lets students record themselves reading a book. Teachers can listen to the recording and take a running record to note the student's reading behaviors. Every class in kindergarten and 1st grade also have 5 iPads to support ELLs during small group instruction. Teachers research and share applications that promote language acquisition. Teachers and related service providers of ELL-SWDs also use iPads during small group instruction.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

Not applicable

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development listed is a combination of the regional offerings and our own professional development for ESL and classroom teachers (which is based on the needs of our faculty-as per Jose P.).

- * September 9th - NYSITELL Training – Administering and Scoring the NYSITELL
- * October 5th - Pupil Accounting Secretary Training on new ENL mandates
- * January - Date TBD - ENL compliance and instructional considerations
- * February - Date TBD - ENLs with Disabilities: Identifying the Difference between Language Acquisition and Disability
- * Weekly collective planning Across all grades to adapt Teacher's College Writing Project to Supplement ReadyGen

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

As part of the requirement to maintain a professional teaching license, teachers are expected to keep their own record of the 7.5 hours of ESL training that is required under Jose P. Teachers are provided a log sheet at the beginning of the year to track their hours of training.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The following is a list of workshops that we will provide and/ or expand upon for the upcoming school year:
 - * Academic Literacy for ELLs Aligned to CCSS: Reading and Writing Informational Text
 - * Implementing Successful Classroom Practices for the Academic Achievement of ELLs Academic Vocabulary for ELLs
 - * Using ELL Data to Drive Instruction: Incorporating the language of ELA Exams into our Daily ESL Instruction
 - * Effective Strategies in Literacy Instruction for ELLs
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We also provide our staff, students and parents with support as the fifth graders transition from elementary school to the middle school environment. We provide our 5th grade students with a push-in program which focuses on life-skills and character development. This program helps the teachers and students who are dealing with some challenging situations which may come up throughout the year. Our guidance counselor provides an at-risk guidance program, both pull-out and push-in, which also help students cope with these issues. In addition, she provides information, assistance and support for students and parents with the Middle School application process. She communicates with parents during Parent-Teacher conferences, sending e-mail and written correspondence. She encourages parents and students to visit the schools during their Open Houses, to experience the environment of the school. This year, we will be inviting the fifth grade parents along with the fifth grade students to explain the application process and the Middle School experience. At this meeting, we will be inviting our neighborhood feeder schools to speak with the students and parents about their school and programs available. Our students even take a trip to McKinley Middle School, so the students can experience the middle school environment for themselves.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
15% of total hours of ESL training for all staff members including non-ELL teachers will take place during Chancellor's Conference Days and during morning pd sessions as per our school's SBO. The following topics will be addressed
 - * Understanding the legal documents which identifies our ELLs and how we can support our English Language Learners and their families during the initiation into our education system
 - * Exploring ESL strategies and methodologies to support our English Language Learners at each level of second language acquisition
 - * The use of technology in the classroom and its benefits for our English Language Learners at all stages of development50% of total hours of ELL-specific training for ENL teachers will include workshops on the following topics:

- * Understanding and analyzing English Language Learners' data from state assessments (NYSITELL, NYSESLAT, ELA and Math yearly assessments)
- * Understanding the new CR Part 154 guidelines
- * Teachers will also engage in weekly morning pd where they will conduct student inquiry focused on enhancing ELL instruction.

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Teachers are required to meet with parents during Wednesday mornings to discuss the academic progress of their ENL students. To assist teachers in providing an accurate picture of their student's progress, the ENL coordinator and the Principal provides each teacher with data from ATS and other sources, including item analysis spreadsheets for testing grades and ENL rosters with testing information. Paraprofessionals assist with translations in Spanish, Arabic, and Chinese during individual meetings. Parent engagement sessions are tracked using school-based record sheet.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In the past few years, we have been focusing on increasing our ELL parents' involvement in the school community. In addition, we are continuing our monthly Parents' Reading Program, where our parents are invited into the school on the first Friday of each month to read books to their children. Our parent coordinator, Abigail Figueroa, has been instrumental in developing a multi-cultural and bilingual library so our parents can borrow books to read to their children at home. This year we will continue our parent workshops, which include the following topics:

- Quality Healthcare
- Learning About the IEP Process
- Listening, Reading, Writing, and Speaking strategies at home
- Special Education and ELLs: An Overview
- Understanding the Middle School Application Process (Grade 5 students and parents)
- Cultural Festival
- Professional Development on Cultural Center Passes-Kindergarten parents were given cultural center passes. We intend to extend professional development to the Kindergarten parents as well as the Kindergarten teachers. This PD will explain how and where to use these passes in order to best serve the needs of our parents and children.

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

Parents are notified about the events on the school's website and via translated flyers. All the above events and workshops include translations and translators in the three major languages represented in our school, including Chinese, Arabic, and Spanish, to make the information comprehensible for our English Language Learner's parents. All attendance records for these events are maintained by the parent coordinator.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Collaborating institutions include AmeriGroup, HealthPlus, and Cool Cultures. Amerigroup and HealthPlus provide school based workshops. Every year students in Kindergarten can apply for a Cool Culture Pass which provides their families with free admission to over 70 cultural institutions.
5. How do you evaluate the needs of the parents?

At the beginning of the school year, our parent coordinator, Abigail Figueroa, sends all parents a Parent Survey along with the School's Parent Involvement Policy and collects the data to make informed decisions on the needs of our parents. The survey and policy are sent to our parents in both English and the parents' native languages.

The NYC DOE Parent Survey that was administered in the previous year is also evaluated by the School Leadership Team (SLT) as well as the Principal's Cabinet Members. The feedback provided on the survey is used to create actionable items and goals for improving parent involvement. These goals are included in the school's Comprehensive Education Plan.

6. How do your parental involvement activities address the needs of the parents? The results from our parent surveys indicate that they would like to learn how to support their children's literacy practices at home even though they do not speak or understand English. They are also interested in understanding the IEP process and learning about how to build their children's background knowledge through field trips.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zhen Wu	Principal		12/8/15
Holli Sainz	Assistant Principal		12/8/15
Abigail Figueroa	Parent Coordinator		12/8/15
Maria Impagliazzo	ENL/Bilingual Teacher		12/8/15
Aida Ahmad	Parent		12/8/15
Maria Donohue/ ELA	Teacher/Subject Area		12/8/15
Austin Perilli/ Math	Teacher/Subject Area		12/8/15
Se Wai Lynch	Coach		12/8/15
Maria Strongilis	Coach		12/8/15
Noreen Spelman	School Counselor		12/8/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 20K170 **School Name: The Ralph A. Fabrizio School**
Superintendent: Constantino

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The need assessment was done through the following:

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Chinese, Spanish, Arabic, Russian, Ukrainian, Vietnamese, Burmese, Japanese, Albanian, Urdu, Uzbek, Greek, Italian, Serbo-Croatian, Polish and Kabyle

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Family Night - Sept. 17th
Parent-teacher conferences - Nov. 5 th and March 3rd
Curriculum Nights
Parent engagement sessions on Wednesday mornings
Guidance counselor meetings
IEP meetings

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In-house staff will translate parent notifications such as flyers for school events and principal memos. Turn-around time for these translations are within 1-2 days. The Translation and Interpretation Unit will be used to translate documents such as workshop materials,

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The parent coordinator will briefly explain how to use translation services during the faculty meeting at the beginning of the year and post information on a bulletin board for the staff and parents. Language Palm cards will be distributed to the staff by the ENL coordinator. They will also be available at the security desk for parents to refer to.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome Poster will be posted in the lobby by the parent coordinator. The Parents' Bill of Rights and Parents' Guide to Language Access will be sent home. The Language ID Guide will be posted at the security desk and provided to all the secretarial staff.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback will be gathered monthly by the School Leadership Team (SLT) and Parent-Teacher Association (PTA) and annually with the Parent Survey.