

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X170

School Name:

P.S. 170

Principal:

SONIA ACEVEDO SUAREZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Esteban Vicente School School Number (DBN): 09X170
Grades Served: K, 1, 2
School Address: 1598 Townsend Avenue Bronx, NY 10452
Phone Number: 718-583-0662 Fax: 718-583-0685
School Contact Person: Sonia Acevedo Suarez Email Address: saceved@schools.nyc.gov
Principal: Sonia Acevedo Suarez
UFT Chapter Leader: Shannon Archambeau
Parents' Association President: Ynes Baez
SLT Chairperson: M Silva
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Gloria McCaskill
Student Representative(s): N/A
N/A

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx, NY 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 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)
Sonia Acevedo Suarez	*Principal or Designee	
Shannon Archambeau	*UFT Chapter Leader or Designee	
Ynes Baez	*PA/PTA President or Designated Co-President	
Jacqueline Romero	DC 37 Representative (staff), if applicable	
Gloria Mc Caskill	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisette Silva	Member/ Teacher	
Miriam Deleon	Member/Parent	
Angel Pardes	Member/ Parent Community Rep.	
Maritza Rodriguez	Member/ Parent Coordinator	
Deyaniris Soto	Member/ Parent SWD	
	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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.

School Vision

Our vision is to impart to our students a set of values, which will help them become critically thinking, conscientious citizens with the will to learn. We will achieve this by creating strong partnerships between staff, parents, students, and community members to create a learning environment where all children can reach their full potential academically, emotionally, socially, and physically.

School Mission

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

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

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

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

Showcase School

In 2014, we were identified as a Showcase School for our work in the Arts, collaborative teacher teams, and establishing high expectations and fostering independence in our Kindergarten to second grade students. We have been selected to continue our work as a Showcase school for the 2015-2016 school year. As a Showcase school we share best practices with schools across New York City. Participants visit classrooms to observe implementation of instructional strategies and a teacher team analyzing student work, where they identify strengths, next steps, and the implications this has on our curriculum.

School Description

Public School 170, The Esteban Vicente Early Childhood School, is a kindergarten to second grade school with approximately 297 students. There are twelve classes (four per grade): two monolingual classes, one monolingual ICT, and one bilingual class. There are 22 teachers with 21 of them having six years or more of teaching experience. PS 170 is a caring and nurturing school, where students feel safe and supported.

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

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

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

Student Engagement:

Student engagement has been our instructional focus for the past two years. We believe that students must be active participants in the learning process. We have embedded interaction strategies (such as inner outer circle, carousel, four corners) into our curriculum so students are engaged with the content, teacher, and peers. We are now building on this idea and planning our student interactions and conversations to be more rigorous.

Critical Thinking

Last year, we began our partnership with Learner Centered Initiative (LCI) in the focus area of critical thinking. Through our work with LCI we were introduced to the Elements of Thought and Critical Thinking Standards. Each grade planned a lesson in which they implemented addressing an aspect of the professional development session. Teachers shared their work with colleagues, giving participants a broad range of ideas for planning and implementation of lessons.

Critical thinking will continue to be our goal for the 2015-2016 school year as we continue to work with LCI and the established frameworks for planning.

Common Core Learning Standards

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

Professional Development

We believe that by giving teachers the appropriate tools and support, they can meet the academic needs of their students thus providing them with a high quality education.

- Professional learning is on-going. There are regular opportunities for teachers to plan together.

- Planning sessions in math and literacy are scheduled throughout the school year. The teachers spend a full day revising curriculum based on the needs of the students with the focus of assuring alignment with the CCLS and embedding language and content objectives, opportunities for student interaction, and critical thinking.
- Inter-visitations are scheduled based on the needs of teachers. Instructional leads has been identified on each grade. Preparation periods are arranged so teachers on a grade have the opportunity to meet and plan.
- Calendar changes are scheduled for professional development.
- Common planning sessions are scheduled and used for planning and discussion on instruction.
- Response to Intervention Tier 2 and 3 providers attend professional learning presented by the Bronx Borough Office and private consultants. The teachers turnkey to the staff during Monday professional learning sessions.
- The ELL and Special Education liaisons attend professional development provided by the Bronx Borough Office.
- A Mentor is assigned to new teachers.
- Summer planning- Teachers attend planning sessions with their peers. The focus is revising math, literacy, and science units and aligning them with the CCLS and Blueprints for Teaching and Learning in the ARTs in the area of dance, as well as making sure we embedded best practices and clear learning targets.

Arts Education

We have integrated the arts into our curriculum. The arts are vital to providing a well-rounded education to our children. It improves academic achievement, social skills, encourages creativity, and develops self-esteem. We work closely with our Arts partner, Marquis Studio, to provide art residencies in visual arts, percussion, circus, and puppetry.

Last year, our visual arts resident invited a sculptor to visit our school. The sculptor worked with our first grade students to create terracotta sculptures. We then scheduled a trip to the Harlem School of Arts where students were able to place their sculptures in the kiln to be fired. This was a wonderful experience for our first graders, which we hope to continue this year.

We have also established a partnership with the Bronx Museum of Art. This year all of our students will go on a guided tour where they study exhibits and then create art work based on that artist style.

To further provide Arts education to our students, we allocate funds for full time in-house visual art and dance teachers. In addition to our dance program, we have scheduled two ballet periods into our school day for selected students who have demonstrated a talent in this area. The dance teacher coordinates auditions for students with Ballet Tech and School of American Ballet. Some of our ballet students have gone on to various ballet programs. Last year, six students were accepted to Ballet Tech with scholarships. One student was accepted to the School of American Ballet, The Children's School of New York City Ballet of Lincoln Center.

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

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

We celebrate the multiculturalism of our school and community. During our International Celebration, students read and write non-fiction to learn about the country their class is studying. Along with the academics, students also learn about the dance, customs, and people of the country. Guest speakers are invited to speak to students and provide firsthand information from other countries. Students are given time to ask questions. The celebration ends with all the classes performing for parents and other students.

Challenge

Our main challenge is determining how to best allocate funds to continue to implement all of the wonderful activities we have in place at our school. In order to provide our staff with the professional development that we envision, we need to allocate money for substitutes and consultants and to continue with our Arts program. This is challenging because we are a kindergarten to second grade school and our budget is limited. We have to prioritize when allocating funds sometimes; choosing to keep our Art and Drama program over providing professional development to teachers. Our goal is always maintain our vision for the school.

09X170 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02	Total Enrollment	274	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	81.6%	% Attendance Rate		91.9%
% Free Lunch	80.2%	% Reduced Lunch		0.4%
% Limited English Proficient	21.9%	% Students with Disabilities		19.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		22.3%
% Hispanic or Latino	72.4%	% Asian or Native Hawaiian/Pacific Islander		1.8%
% White	2.5%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.75	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.42
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	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	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 Science (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			
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 continue to revise and align our curriculum to the CCLS through planning days for all grades; this includes summer planning, inter-visitations to share best practices, vertical and horizontal alignment of curriculum, professional learning time as per our contract, and in-house full day planning sessions.

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

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

Student engagement and interaction (turn and talk, inner outer circle, carousel) are embedded in our curriculum. This addresses the listening and speaking CCLS. This also aides in the acquisition of academic language for all students.

Oral language development gives students a foundation for writing. last year our ELL Coordinator and RTI teacher created listening and speaking checklist. The checklist will be shared during summer planning. Teachers will give feedback and revisions made before the checklist is finalized for use in the school.

One of our CEP goals is critical thinking. Teachers received two and half days of professional development. During the sessions teachers were introduced to the Elements of Thought and the critical thinking standards. Teacher used these frameworks to plan and implement a lesson to be shared at the session. This gave everyone an opportunity to view various ways of implementing the elements of thought and the critical thinking standards.

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

Part 2 – Annual Goal

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, teacher teams will examine 100% of our units of study in reading, writing, and math for rigor and make necessary revisions to the units using the Depth of Knowledge Rubric to align instruction to the CCLS.

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>
<ul style="list-style-type: none"> • Attend professional development with LCI to revise units of study in literacy and math • Schedule and calendar planning time for teachers to make revisions to units • Incorporate depth of knowledge and text complexity in our units incorporating close reading • Schedule and calendar end of unit analysis of student work by grade using our established protocol • Schedule and calendar time to look at student benchmark assessment by grade in literacy and math • Schedule time to reflect on units and make revisions as necessary • Teachers will make instructional adjustments based on student work • Incorporate content and language objectives in our daily lessons plans. • Revise our curriculum to incorporate student interactions that foster intellectual thinking • Each grade adopts listening and speaking checklists and rubrics after making modifications if necessary • Teacher teams will complete gap analysis for their units of study 	<p>Kindergarten to second grade monolingual and bilingual students</p>	<p>September 2015</p> <p>–June 2016</p> <p>-City-wide professional development days November and June</p> <p>-In-house planning sessions</p> <p>-LCI planning sessions October to June</p> <p>-Common planning sessions weekly by grade September to June</p> <p>-Monday afternoon planning sessions</p>	<p>Office of Students with Disabilities</p> <p>-Office of English Language Learners</p> <p>-Principal</p> <p>-Teachers</p> <p>-Department of Education personnel</p> <p>-LCI consultants</p>

<ul style="list-style-type: none"> • Units overviews and writing rubrics will be revised based on CCLS • Monthly planners will be revised based on revisions to our overviews and rubrics. 			
<ul style="list-style-type: none"> • Attend institutes provided by OELL and Bronx Borough Office • Attend professional learning sessions provided by the office Of Students With Disabilities • Bilingual teacher team will plan activities for language and foundational skills using the CCLS as a starting point and also adding learning target from their home language 	<p>Kindergarten to second grade monolingual and bilingual students with disabilities and ELLs</p>	<p>September 2015– June 2016</p> <ul style="list-style-type: none"> -City-wide professional development days November and June -In-house planning sessions -LCI planning sessions October to June -Common planning sessions weekly by grade September to June -Monday afternoon planning sessions 	<p>Office of Students with Disabilities</p> <ul style="list-style-type: none"> -Office of English Language Learners -Principal -Teachers -Department of Education personnel -LCI consultants
<ul style="list-style-type: none"> • A Town Hall meeting was held to inform parents of the CCLS. At this meeting parents were given an overview of the standards. They were informed of the steps our school is taking to make sure students meet the standards and receive hand-outs of what they can do at home to help their children succeed. • Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students’ academic goals and progress they are making in meeting those goals and the CCLS. • Kindergarten orientation is held in May. School policies, expectations, and parental responsibilities are discussed to ensure students meet the standards and expectations are established • Promotion in Doubt meetings are held to inform parents of their child’s progress. Parents are given individual intervention plans created by the classroom teacher, which states what the school is doing as well 	<p>Parents of Kindergarten to second grade monolingual and bilingual students</p> <p>Pre-K students</p>	<p>Parent Involvement activities</p> <p>September 2015– June 2016</p>	<p>Parents</p> <ul style="list-style-type: none"> -Parent -Coordinator -Principal -Teachers -Related Service Providers

<p>as strategies they can use to help their children meet the standards.</p> <ul style="list-style-type: none"> • Open School Night is scheduled to allow parents to meet their child’s teacher. At this meeting the teacher informs parents of their expectations for the students. • School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings. • Parent participation in the Language Allocation Policy. (LAP). • Parent Teacher Conferences are held three times a year. Parents meet individually with their child’s teacher to discuss student achievement. At this conference, parents receive resources they can use to help their children at home. • We share our building with a day care center. In order to make the transition from daycare to elementary school we give the daycare students a tour of our school. Students visit our school, sit in a Kindergarten class and listen to a story read by one of our teachers. This provides daycare students with an experience which may help them feel more comfortable when they enter formal education. 			

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>											
<p>Contract for Excellence, School Supplemental Support</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		Title III, Part A	X	Title III, Immigrant
	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"> • By December 2015 gap analysis will be completed in reading and writing • By December 2015 checklists and rubrics will be aligned to the CCLS, in addition revisions will be made to curriculum

- Tracking sheets monitoring student progress in reading, writing, and math; September, January, May

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.

1% of students have displayed aggressive and defiant behaviors.
 .05% of students are general education students
 Students are missing instructional time because they are sent to speak to support staff. We have also noticed an increase in the number of minor infractions entered in OORS.

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, staff will have developed a tiered approach to addressing the social emotional needs of at-risk student.

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) <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>
<ul style="list-style-type: none"> • Schedule meeting with the School Based Support Team and teachers to follow the established protocol for assessing and creating a plan for 	Kindergarten to second grade general education students and ELLs who	September 2015 –June 2016	Principal

<p>behavior modification or Behavioral Intervention Plans (BIP) for students</p> <ul style="list-style-type: none"> • Schedule meetings to monitor progress of students based on goals • Create and implement Positive Behavior Intervention and Support (PBIS) strategies promote a positive school culture 	<p>display inappropriate behaviors</p>		<ul style="list-style-type: none"> -Teachers -DOE -School Based Support Team -PBIS Team -Related service providers
<ul style="list-style-type: none"> • Meet with School Based Support Team to monitor the effects of intervention plans and make modifications if necessary following due process 	<p>Kindergarten to second grade general and Students with Disabilities that display inappropriate behaviors</p>	<p>September 2015 –June 2016</p>	<ul style="list-style-type: none"> Principal -Teachers -DOE -Staff -School Based Support Team -Related service providers
<ul style="list-style-type: none"> • Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students’ socialization skills. • School Leadership Team (SLT) and Parent Association (PA) meetings are held to inform parents of city, state, and school initiatives. Parents are part of the decision making process at these meetings. • Parent Teacher Conferences are held three times a year. Parents meet individually with their child’s teacher to discuss student achievement. At this time the teacher provides the parent with information the child is making with behavior and social issues. • Open School Night is scheduled to allow parents to meet their child’s teacher. At this meeting the teacher informs parents of their expectations for the students and safety policy. 	<p>Parents of Kindergarten to second grade general education, Students with Disabilities, and ELLs that display inappropriate behaviors</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> Parents -Parent -Coordinator -Principal -Teachers -Related Service Providers

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.											
Contract for Excellence, School Supplemental Support will be used to fund 3 full time bilingual teachers, 1 ESL teacher, 8 classroom teachers, 3 ICT teachers. TL RS Mandated Speech for our speech teacher. TL RS Occupational Therapist PS School for our occupational therapist. TL RS Mandates Counseling Shared for our counselor.											
Part 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		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.											
<ul style="list-style-type: none"> • By January of 2016 at-risk students will be scheduled to receive interventions to meet their social emotional needs. • By April 2016 all students will have participated in community building activities. 											
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 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.

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

Instructional leads attend professional learning sessions schedule throughout the year by Teacher's College and the Bronx Borough Office. There representation for each grade Kindergarten, first and second. Then team brings back the information and works with their grade to implement best practices into their curriculum. the impact of this work last year resulted in checklist and rubrics that more rigorous and student friendly.

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

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

Data will be updated when we receive 2105 NYSESLAT scores.

2014-2015 Data	Exceeding Proficiency	Proficient	Area of Need
Reading	34%	9%	57%
Writing	53%	6%	41%
Listening	28%	13%	59%
Speaking	3%	9%	88%

Part 2 – Annual Goal

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, through the alignment on our word work units to the CCLS, students will move at least two levels on a school-created vocabulary assessment.

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) 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>
<ul style="list-style-type: none"> • Use the language and foundational skills CCLS to conduct a gap analysis of their home language skills • Adopt the listening and speaking checklists and rubrics and use to assess students to set goals and plan lessons • Create a home language vocabulary assessment to assess students acquisition of home language aligned to the CCLS • Schedule weekly bilingual planning sessions to work collaboratively and vertically align curriculum 	<p>ELLs in bilingual classes in kindergarten, first, and second grade</p>	<p>September 2015-June 2016</p>	<p>Principal -ESL teacher -bilingual teacher teams</p>
<ul style="list-style-type: none"> • Create a pacing calendar for bilingual kindergarten, first, and second grade • Create word work activities for units • Create checklists to aligned with our units for assessment • Summer bilingual summer planning 	<p>ELLs in bilingual classes in kindergarten, first, and second grade</p>	<p>September 2015-June 2016</p>	<p>-Principal -ESL teacher -bilingual teacher teams</p>
<ul style="list-style-type: none"> • A Town Hall meeting was held to inform the parents of the CCLS. At this meeting parents were given an overview of the standards. They were informed of the steps our school is taking to make sure students meet the standards and received hand-outs of what they can do at home to help their children succeed. • Parents receive Bi-Weekly Profile Sheets, which keeps them informed of students’ academic goals and progress they are making in meeting those goals. 	<p>Parents of ELLs in bilingual classes in kindergarten, first, and second grade</p>	<p>September 2015-June 2016</p>	<p>Principal - Bilingual Teachers -Parents Coordinator -Parents</p>

<ul style="list-style-type: none"> • Kindergarten orientation is held in May. School policies, expectations, and parental responsibilities are discussed to ensure students meet the standards. • Promotion in Doubt meetings are held to inform parents of their child’s progress. Parents are given individual intervention plans created by the classroom teacher, which states what the school is doing as well as strategies they can use to help their children meet the standards. • Parent participation in the Language Allocation Policy. (LAP). • Parent Teacher Conferences are held three times a year. Parents meet individually with their child’s teacher to discuss student achievement. At this conference, parents receive resources they can use to help their children at home 			

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.											
Contract for Excellence, School Supplemental Support will be used to fund 3 full time bilingual teachers, 1 ESL teacher, and 1 coach.											
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
	C4E		21st 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.	
<ul style="list-style-type: none"> • By January 2016, bilingual teachers will have completed a gap analysis and word work pacing calendar • By December 2015, bilingual teachers will have created vocabulary assessment • By February 2016, we will have completed our word work units per grade including activities in students' home language 	
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.

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

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

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

Critical thinking will continue to be the focus for the 2015-16 school year. Last year we started working with (LCI) through this work we were introduced to the Elements of Thought and Critical Thinking Standards. Each grade planned a lesson in which they implemented on aspect of the professional development session. Teachers shared their work with colleagues, giving participants a broad range of ideas for planning and implementation of lessons. We will resume our work with LCI to deepen our understanding of the Elements of the Thought and the critical thinking standards and plan lessons using these frameworks. Teachers will receive a minimum of two full days of professional development provided by LCI in this area.

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.

By June 2016, through the use of the elements of thought and critical thinking standards. higher order questioning will increase as measured by teacher observations.

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>
<ul style="list-style-type: none"> • Teachers will further develop all students’ strategic thinking by embedding higher order questions and tasks into their units of study, that result in multiple entry points for all students to be engaged in learning and discourse. • Schedule professional learning sessions in the area of critical thinking • Provide guidance through teacher observation feedback • Teachers will use the Elements of Thought and Critical thinking Standards to plan lesson and embed them in our units. • Teacher will establish a protocol for student led discussions 	<p>Kindergarten-second grade monolingual and bilingual students</p>	<p>September 2015-June 2016</p>	<p>Principal -Teachers -LCI</p>
<ul style="list-style-type: none"> • Scaffold lessons so students with disabilities and ELLs have access to content and material • LCI professional learning sessions 	<p>Kindergarten-second grade students with disabilities and ELLs</p>	<p>September 2015-June 2016</p>	<p>Principal -Teachers -LCI</p>
<ul style="list-style-type: none"> • A Town Hall meeting was held to inform the parents of the CCLS. At this meeting parents were given an overview of the standards. They were informed of the steps our school is taking to make sure students meet the standards and received hand-outs of what they can do at home to help their children succeed. 	<p>Parents of Kindergarten-second grade monolingual students, ELLs, and students with disabilities</p>	<p>September 2015-June 2016</p>	<p>-Principal -Teachers -Parent coordinator</p>

<ul style="list-style-type: none"> • Kindergarten orientation is held in May. School policies, expectations, and parental responsibilities are discussed to ensure students meet the standards. • Open School Night is scheduled to allow parents to meet their child's teacher. At this meeting the teacher informs parents of their expectations for the students. • Parent participation in the Language Allocation Policy. (LAP) and IEP meetings. • Parent Teacher Conferences are held three times a year. Parents meet individually with their child's teacher to discuss student achievement. At this conference, parents receive resources they can use to help their children at home. 			

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.											
Contract for Excellence, School Supplemental Support											
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
	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.
<ul style="list-style-type: none"> • By November 2015, teachers will attend one full day of professional development on critical thinking presented by LCI • By May 2016, teacher teams will have embedded Elements of thoughts and critical thinking standards into three of our reading units of study
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.

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

High expectations are also communicated to parents through:

- Kindergarten Orientation
 - Parent Association Meeting
 - School Leadership Team Meeting
 - Town Hall Meeting
 - 40 Minute Parent Block
 - Parent Workshops
 - Bi-weekly Profile Sheet
 - Parent Teacher Conferences
 - Open School Night
 - School Based Support Team
 - Promotion In Doubt Meetings
 - Open Door Policy
-
- ELL Orientation

The impact of communicating high expectations to parents is evident in their commitment to support their child’s learning at home as evidenced in homework, comments on profile sheets, attendance at Parent Teacher Conferences, attendance at 40 minute parent involvement period, and high attendance at workshops and meetings.

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 2015, we will have 100% of grade teams will hold monthly parents involvement activities during the Tuesday parent involvement time.

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) 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>
<ul style="list-style-type: none"> • Teachers will schedule one family literacy workshop during the Tuesday parent period focused on literacy and math unit topics • A parent involvement committee will be established to coordinate our parent involvement endeavors. 	Parents of kindergarten to second grade monolingual and bilingual students	October 2015-May 2016	Principal -Parent Coordinator -Classroom Teachers
<ul style="list-style-type: none"> • ELL coordinator will present a workshop to dissect each modality of the NYSESLAT exam • RTI provider will provide workshops for parents of students participating in the program Tier 2 and 3, topic include the selection process and focus of instruction • SETSS provider will have individual meetings with parents of students receiving SETSS to discuss student progress towards their IEP goals 	Parents of ELLs, RTI Tier 2 and 3, and SETSS students	October 2015-May 2016	-Principal -Parent Coordinator -Classroom Teachers -ELL Coordinator -RTI provider -SETSS
<ul style="list-style-type: none"> • Principal, parent coordinator and teachers will reach out to parent and invite them to attend our literacy workshops • We will use the Blackboard Connect to inform parents of events in the school. • Parent communication will be sent home and posted in English and Spanish inviting parents to school events • Kindergarten orientation is held in May. School policies, expectations, and parental responsibilities are discussed to ensure students meet the standards. 	Parents of kindergarten to second grade monolingual and bilingual students	September 2015-June 2016	- Principal -Parent Coordinator -Classroom Teachers -ELL Coordinator -RTI provider

<ul style="list-style-type: none"> • Promotion in Doubt meetings are held to inform parents of their child’s progress. Parents are given individual intervention plans created by the classroom teacher, which states what the school is doing as well as strategies they can use to help their children meet the standards. • Parent participation in the Language Allocation Policy. (LAP). 			

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.											
Contract for Excellence, School supplemental Support											
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
	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.
<ul style="list-style-type: none"> • By February 2016, teachers across the grades will present four workshop in math and/or literacy • By March 2016, the ELL coordinator will have presented a workshop on one of the modalities • By March 2016, the RTI provider will have presented one workshop • By March, 2016 the SETSS provider will have met with a minimum of two parents of the students she services • By March 2016, our art and dance teacher will have presented one workshop to parents based on their curriculum
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)	Running record levels and performance of unit writing pieces	Response to Intervention Teacher Tier 2- Our RTI teacher pulls out small groups of students based on their specific needs. There is a focus on reading using word work for 45 minutes a day. After School Program- There are various programs to address the needs of at-risk and extend the learning of high achieving students. First and second grade students participate in music, art and drama, baton twirling, ballet, and academic programs based on their needs ESL After School Program- Our ESL program consists of bilingual students that are at the beginner, intermediate and	Small groups of children.	During the school day, Monday--Friday as per RTI teacher schedule. Wednesday and Thursday from 2:40-4:10

		advanced proficiency levels. Students participate in learning experiences that enhance the development of the English language. Beginners receive ESL services in the content areas. Intermediate and advanced students use the Carousel ESL program. The program teaches English through thematic units.		
Mathematics	Performance on teacher made CCLS unit exams	After School- First and second grade students participate in extra curricular activities that reinforce math skills in real world situations. Our academic program reinforces math skills that their classroom teachers are addressing during the school day .	Small groups of children	Wednesday and Thursday from 2:40-4:10
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Psychologist - initial referral has been requested. Social worker- Parent or teacher request. Teacher requests must get parent approval Physical therapist-IEP mandates	Psychologist - performs evaluations for referral and re-evaluations. Social worker- meets with students individually and in	Individual Students Small groups or individual students Small groups or individual students as per IEP mandates Small groups or individual	Wednesday-Thursday, 8:30-4:00 Wednesday- 8:30-4:00 Twice a week-schedule varies Monday-Tuesday 8:30-4:10 Once a week

	<p>Occupational Therapist- IEP mandates Counselor- IEP mandates Speech Teacher- works with students based on IEP mandates</p>	<p>small groups to support students based on emotional and social needs. Physical therapist- work with students based on IEP mandates. Occupational Therapist works with students based on IEP mandates. Counselor works with students based on IEP mandates. Speech Teacher- works with students based on IEP mandates</p>	<p>students as per IEP mandates Small groups or individual students as per IEP mandates Small groups or individual students as per IEP mandates</p>	<p>Twice a week- schedule varies Monday 8:20-4:00 Tuesday 8:20-3:55 Wednesday, Thursday, and Friday 8:20-2:40</p>
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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>Strategies to recruit highly qualified teachers: In order to attract highly qualified teachers the principal attends job fairs at colleges, recruitment agencies, and schedule meeting with teachers recommended by colleagues. Teacher qualification begins with an interview process where the team (Principal and School Leadership Team) shares the philosophy and educational goals of the school with the candidate. Questions are asked to evaluate teacher competency. If a consensus is reached, the teacher is asked to plan and present a lesson. The observation must result in an effective rating. The Principal makes the final decision.</p> <p>Strategies for teacher retention: We have a high staff retention rate. We believe this is so because of all of the systems we have place to support the professional growth of teachers. These include:</p> <ul style="list-style-type: none"> • Teachers are scheduled for inter-visitations to see best practices in action. • Teachers visit other classrooms and schools to observe best practices. • Teachers have the opportunity to attend seminars of their choice presented by authors and consultants. • Articulation between principal and mentors are focused on meeting teachers' needs. • Activities for Professional Development Days are planned to meet teacher needs. • Weekly common planning and Monday professional learning periods provide the opportunity to plan and discuss strategies for instruction. • Teachers have the opportunity to attend institutes and professional development workshops of their choice offered by DOE • Experienced teachers are assigned as mentors for new teachers to build teacher professional knowledge • Professional development days are scheduled throughout the school year to plan literacy and math units. • Weekly common planning provides opportunities to plan and discuss strategies for instruction. • New Teacher Mentor is assigned to new teachers <p>Instruction by highly qualified staff</p> <ul style="list-style-type: none"> • Teachers with three or more years teaching experience will work with holdovers • Teachers are familiar with fundamental aspects of reading and literacy • Teachers maintain a professional support network and possess professional will • Teachers participate in long-term professional development concentrating on the Common Core Learning Standards and best practices

- Teachers are supplied with materials to support the learning process
- Teachers have the ability to relate and keep an open line of communication between school and home
- Teachers will immerse ELL students in the English language through intensive small group and individual instruction using ESL and SIOP strategies
- Teachers will have background knowledge in technology to improve reading and writing skills

2b. High Quality and Ongoing Professional Development

Describe the 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).

- Professional development will be provided to teachers in order to deepen their understanding of the CCLS and the shifts that need to occur to promote critical thinking. They will work together with LCI and instructional leads to develop standard based units of study in literacy, math, science, and social studies by June 2016.
 - Teachers will receive support with the analysis of data and goal setting.
 - Teachers will continue to receive professional development in order to deepen their knowledge of the CCLS, critical thinking, and SESIS (the development of SMART Goals and Present Level of Performance (PLOP)
 - Professional Development will continue to focus on building academic language of our students through the use of the SIOP model, content and language objective, and Tiered vocabulary.
 - Teachers will create individual professional goals with an action plan. Administration will seek appropriate personnel to provide professional development in the corresponding areas.
 - In order to build capacity, teachers have been assigned roles based on strengths and interest These teachers attend professional development provided by DOE to deepen their professional knowledge in their assigned capacity. Teachers turnkey information to staff during common planning sessions and unit planning.
 - Based on teacher strengths, lab sites have been identified. Inter-visitations are scheduled to observe best practices. Time is allotted for debriefing.
 - Curriculum development is a collaborative process. Teachers, coaches, principal and consultants work together to ensure that our curriculum is rigorous, engaging, and CCLS based.
- Teachers work collaboratively sharing ideas and best practices to meet the needs of all learners.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

To assist pre-school student's transition into kindergarten, we provide kindergarten orientation workshops for parents. Two sessions are scheduled during the week. Parents are presented with the curriculum, policies and expectations of the school. Parents are made aware of what their children should know by the time they enter kindergarten as well as activities they can do to prepare their children for school. We share our building with a daycare. There is ongoing communication between the principal and director of the daycare. In order to ease the transition of preschool students into public schools, we schedule pre K students to visit our school. At this time students are given a tour of our school. Students join our kindergarten classes and the classroom teacher gives them a tour of the classroom and reads a story to them.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

We are implementing the assessments for Measurement of Student Learning MOSL. In September, the principal met with the iMOSL team presented the information to the staff. After the meeting the MOSL team met and identified the assessment to be used for the local and state measures. This information was shared and discussed with the entire staff so that everyone is clear as to what assessments are being used.

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

In the area of math, unit pre and post tests are created by classroom teachers focusing on the standards that are taught in the unit. Formative assessments are used as a mid-unit checkpoint.

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

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

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	219,424.00	X	Section 5A Section 5B Section 5C Section 5D
Title II, Part A	Federal	100,968.00	X	Section 5A Section 5B Section 5C Section 5D
Title III, Part A	Federal	11,200.00	X	Section 5A Section 5B Section 5C Section 5D Section 5E Section 6
Title III, Immigrant	Federal	0		Section 5B Section 5C
Tax Levy (FSF)	Local	1,614,558.00	X	Section 5A

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Public School 170**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Public School 170** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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.

School-Parent Compact (SPC) Template

Public School 170, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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>Esteban Vicente</u>	DBN: <u>09x170</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>22</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</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: _____

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

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

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

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

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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: _

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

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

Bilingual, ESL, and SIOB lab sites have been identified. Monolingual teachers are scheduled to visit these ESL and SIOB sites and observe lessons. Time is allocated for pre and post debriefing. Bilingual and ESL teachers are also receiving professional development offered by the Department of Education on differentiated instruction and effective teaching strategies for ELL's and Brain Research for ELL's. In the Fall, teachers received a copy of the NYSESLAT scores and identified student needs and proficiency levels with the aide of the ELL Coordinator. During planning sessions with grade leaders and principal, strategies are shared by our bilingual and ESL teachers within the four modalities. Teachers will use this data and strategies to address the needs of individual students. A bilingual teacher team was also created to analyze the NYSESLAT using the AMAO tool and from this tool a data report was created to aide teachers in planning and drive instruction within the four modalities.

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

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Part D: Parental Engagement Activities

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

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

Begin description here: _

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

Part D: Parental Engagement Activities

concerns. There is ongoing communication between the principal and parent coordinator. Bi-Weekly Profile sheets are sent home to parents informing them of students goals and academic performance in reading, writing, math, completion of homework and social skills.

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

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

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

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

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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. 	_____	_____

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.
<ul style="list-style-type: none">• 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 9	Borough Bronx	School Number 170
School Name The Esteban Vicente 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 Edward Gilligan	Assistant Principal type here
Coach Sonia Acevedo	Coach type here
ENL (English as a New Language)/Bilingual Teacher Lisette Silva	School Counselor type here
Teacher/Subject Area Maura Castillo	Parent type here
Teacher/Subject Area Emilia Martinez	Parent Coordinator Maritza Zapata
Related-Service Provider Sandra Corro Moy	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Leticia Rodriguez-Rosario	Other (Name and Title) Erica LeRea-RTI teacher

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	1	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	285	Total number of ELLs	70	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 type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1	1											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	70	Newcomers (ELLs receiving service 0-3 years)	70	ELL Students with Disabilities	10
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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	50	0		0	0	0	0	0	0	0
DL		0		0	0	0	0	0	0	0
ENL	20	0		0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	25	11	14											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: _____
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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	7	4	3											0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	0		2											0
Haitian														0
French	1													0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	0	2											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)	16	6	4											0
Emerging (Low Intermediate)	3	2	6											0
Transitioning (High Intermediate)	6													0
Expanding (Advanced)	9	7	11											0
Commanding (Proficient)														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														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	0	5	1											0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									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
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.

Students are assessed through EL SOL, ECLAS 2, Fountas and Pinnell (English and Spanish in bilingual classes), baseline/midline, and endline writing, MOSL assessment writing prompt, math assessments, math writing tasks as well as unit math tests. These assessments monitor student progress, yearly growth, and are used to identify individual goals. It has enabled teachers to make adjustments to their individual lesson plans to meet the varied needs of their students. The results of these assessments are used to plan Tier 1 instruction for students. After analyzing assessments students' strengths, needs, and next steps are identified and activities are planned to meet the needs in English and their home language. Students' home language is used to scaffold their learning. This helps them transfer skills and concepts in the English language.

English Language Learners (ELLs) tend to fall below the benchmark in the area of reading as assessed by running records (English and Spanish). ELL's tend to make greater progress in writing.

*Kindergarten benchmark for ELL's for June 2015:
Spanish is level D
English level C

*Kindergarten benchmark for monolingual students for June 2015: Level D

Kindergarten

The percentage of students in kindergarten bilingual class at each English reading level are as follows

Level A: 24%
Level B: 28%
Level C: 16%
Level D: 28%
Level E: 0%
Level F: 4%

48% of the students met the English reading benchmark for June 2015.

* The percentage of students in kindergarten bilingual class at each Spanish reading level are as follows:

Level A: 12%
Level B: 32%
Level C: 16%
Level D: 20%
Level E: 8%

28% of the students met the Spanish reading benchmark for June 2015.

*The percentage of kindergarten students in ENL at each reading level are as follows:

Level A: 11%
Level B: 33.5%
Level C: 11%
Level D: 33.5%
Level E: 0%
Level F: 0%
Level G: 0%
Level H: 0%
Level I: 11%

45% of ENL kindergarten students are on grade level.
(There are two ENL students that have an IEP.)

*The above data is based on the 2015 end year data.

Writing Data for kindergarten bilingual class are as follows for their endline writing pieces:

Below Level: 24%
Approaching level: 12%
On Level: 64%
Exceeding level:0%

64% of our bilingual kindergarten students are on grade level in writing.

Writing data for kindergarten ENL students are as follows for their endline writing pieces*

Below Level: 11%
Approaching Level: 33%
On Level: 56%

Exceeding Level: 0%

56 % of ENL students are on grade level for writing in English.

* Two of our ENL students have an IEP.*

First Grade

First Grade benchmark for ELL's for June 2015: Spanish is level J and in English level H.

First Grade benchmark for monolingual students for June 2015: Level J

First Grade Bilingual English Reading Levels:

Level A: 19%
Level B: 0%
Level C: 0%
Level D: 12.5%
Level E: 6%
Level F: 0%
Level G: 19%
Level H: 12.5%
Level I: 6%
Level J: 6%
Level K: 19%

44% of our bilingual first grade class met the June 2015 English reading benchmark

First Grade Bilingual Spanish Reading Levels:

Level A: 0%
Level B: 0%
Level C: 7%
Level D: 7%
Level E: 7%
Level F: 20%
Level G: 13%
Level H: 0%
Level I: 27%

Level J: 20%

* 20 of our bilingual first grade class met the June 2015 Spanish reading benchmark

The percentage of First Grade students receiving ENL services at each reading level are as follows:

Level A: 0%
Level B: 25%
Level C: 0%
Level D: 0%
Level E: 0%
Level F: 0%
Level G: 0%
Level H: 25%
Level I: 0%
Level J: 50%

50% of our first grade students receiving ENL services met the reading benchmark for June 2015.

(* TThere are two First grade ENL students who have an IEP.)*

*The above data is based on the 2015 end year data.

Writing data for First Grade bilingual class:

Below grade level: 19%
Approaching grade level: 6%
On grade level: 19%
Exceeding grade level: 56%

* 75% of the First Grade bilingual class are on grade level or exceed writing benchmarks.

* The above data is based on the 2015 end year.

*Writing data for First Grade ENL students:

Below grade level: 25%
Approaching grade level: 50%
On grade level: 0%
Exceeding grade level: 25%

Second Grade:

Second grade reading benchmarks:

English: Level: K
Spanish: M
Percentage of reading levels for Second grade bilingual class in English:

Level A: 0%
Level B: 7%
Level C: 7%
Level D: 0%

Level E: 0%
Level F: 0%
Level G: 12.5%
Level H: 0%
Level I: 20%
Level J: 7%
Level K: 7%
Level L: 20%
Level M: 12.5%
Level N: 7%

47% of second grade bilingual students met the benchmark for reading in English.

* Above data is based on June 2015 data.

Percentage of reading levels for Second grade in Spanish:

Level A: 0%
Level B: 0%
Level C: 0%
Level D: 0%
Level E: 0%
Level F: 0%
Level G: 0%
Level H: 13%
Level I: 7%
Level J: 13%
Level K: 27%
Level L: 20%
Level M: 20%
Level N: 0%

20% of second grade bilingual students met the benchmark in Spanish.

*Writing data for the Second Grade bilingual Class:

Below grade level: 13%
Approaching grade level: 13%
On grade level: 73%
Exceeding grade level: 0%

*73% of second grade bilingual students are on grade level for writing.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Out of the 25% of ELL's in our school 18% are in bilingual classes.

Kindergarten bilingual: 9%

First grade bilingual: 4%
Second grade bilingual: 5%

NYSITELL 2014-2015 (Kindergarten)

Kindergarten Bilingual Class: 25 students

Beginner: 60%
Intermediate: 28%
Advanced: 12%

* Data will be updated when the 2015 results are sent to the schools.*

First Grade (NYSESLAT 2014)

First grade bilingual: 15 students

Beginner: 27%
Intermediate: 0%
Advanced: 40%
Proficient: 33%

Second grade (NYSESLAT 2014)

Second grade bilingual Class: 15 students

Beginner: 26%
Intermediate: 20%
Advanced: 47%
Proficient: 7%

Out of the 25% of ELL's in our school 7% are ENL students in a monolingual setting.

NYSITELL 2014-2015 (Kindergarten)

Kindergarten: 9 ENL students
Beginner: 11%
Intermediate: 33%
Advanced: 56%

First grade: 4 students (NYSESLAT 2014)

Beginner: 25%
Intermediate:50%
Advanced:25%

Second grade: 8 students (NYSESLAT 2014)

Beginner: 0%
Intermedaite: 38%
Advanced:62%

* Data will be updated when the 2015 results are sent to school.*

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

* Date below is from the 2014 NYSESLAT Results

Our school has met both targets

AMAO 1 Target: 66.4% Met our target: 80.49%

AMAO 2 Target : 14.3% Met our target: 17.07%

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

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

The bilingual teacher team met during the 2014-2015 school year to analyze NYSESLAT results using the AMAO tool to identify trends, strengths, and needs. A trend that the data revealed is that the speaking portion of the NYSESLAT was the lowest of all four modalities. This information led us to think about home and new language acquisition and academic language. As a team we decided that English reading level benchmarks needed to be adjusted to accommodate their acquisition of the English language. Another impact is that it led us to look at our Spanish word work component and the language acquisitions standards. The bilingual team met to create a Spanish word work component to the bilingual curriculum using the CCLS. We will continue to work on these components of our curriculum during the summer 2015. We also created an ENL and HLA afterschool programs. Students in the ENL afterschool program are grouped according to proficiency level. Our ENL program consists of bilingual and ENL students that are at the entering, emerging, transitioning, and expanding levels. Students participate in learning experiences that enhance the development of the English language. Our HLA afterschool program consists of bilingual students whose home language is limited. Students participate in learning experiences that gives the students a firm foundation in their home language in order to make it easier to transfer to the new language.

* Data will be updated when the 2015 NYSESLAT results are sent to schools.*

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. English Language Learners (ELLs) tend to fall below the benchmark in the area of reading as assessed by running records (English and Spanish). ELL's tend to make greater progress in writing.

*Kindergarten benchmark for ELL's for June 2015:

Spanish is level D

English level C.

*Kindergarten benchmark for monolingual students for June 2015: Level D

Kindergarten

*The percentage of students in kindergarten bilingual class at each English reading level are as follows:

Level A: 24%
Level B: 28%
Level C: 16%
Level D: 28%
Level E: 0%
Level F: 4%

*The percentage of students in kindergarten bilingual class at each Spanish reading level are as follows:

Level A: 12%
Level B: 32%
Level C: 16%
Level D: 20%
Level E: 8%

*The percentage of kindergarten students in ENL at each reading level are as follows:

Level A: 11%
Level B: 33.5%
Level C: 11%
Level D: 33.5%
Level E: 0%
Level F: 0%
Level G: 0%
Level H: 0%
Level I: 11%

The above data is based on the 2015 end year data.

Writing Data for kindergarten bilingual class are as follows:

Below Level: 24%
Approaching level: 12%
On Level: 64%
Exceeding level: 0%

Writing data for kindergarten ENL students are as follows:

Below Level: 11%
Approaching Level: 33%
On Level: 56%
Exceeding Level: 0%

56 % of ENL students are on grade are on grade level for writing in English.

First Grade

First Grade benchmark for ELL's for June 2015: Spanish is level J and in English level H.

First Grade benchmark for monolingual students for June 2015: Level J

First Grade Bilingual English Reading Levels:

- Level A: 19%
- Level B: 0%
- Level C: 0%
- Level D: 12.5%
- Level E: 6%
- Level F: 0%
- Level G: 19%
- Level H: 12.5%
- Level I: 6%
- Level J: 6%
- Level K: 19%

44% of our bilingual first grade class met the June 2015 benchmark

First Grade Bilingual Spanish Reading Levels:

- Level A: 0%
- Level B: 0%
- Level C: 7%
- Level D: 7%
- Level E: 7%
- Level F: 20%
- Level G: 13%
- Level H: 0%
- Level I: 27%
- Level J: 20%

20% of our bilingual first grade class met the June 2015 Spanish reading benchmark.

The percentage of First Grade students receiving ENL services at each reading level are as follows:

- Level A: 0%
- Level B: 25%
- Level C: 0%
- Level D: 0%
- Level E: 0%
- Level F: 0%
- Level G: 0%
- Level H: 25%
- Level I: 0%
- Level J: 50%

50% of our first grade students receiving ENL services met the reading benchmark for June 2015.

(* There are two ENL students who have an IEP.)*

*The above data is based on the 2015 end year data.

Writing data for First Grade bilingual class:

Below grade level: 19%
Approaching grade level: 6%
On grade level: 19%
Exceeding grade level: 56%

* 75% of the First Grade bilingual class are on grade level or exceed writing benchmarks.

* The above data is based on the 2015 end year.

*Writing data for First Grade ENL students:

Below grade level: 25%
Approaching grade level: 50%
On grade level: 0%
Exceeding grade level: 25%

Second Grade:

Second grade reading benchmarks:

English: Level: K
Spanish: N
Percentage of reading levels for Second grade bilingual class in English:

Level A: 0%
Level B: 7%
Level C: 7%
Level D: 0%
Level E: 0%
Level F: 0%
Level G: 12.5%
Level H: 0%
Level I: 20%
Level J: 7%
Level K: 7%
Level L: 20%
Level M: 12.5%
Level N: 7%

47% of second grade bilingual students met the benchmark for reading in English.

* Above data is based on June 2015 data.

Percentage of reading levels for Second grade in Spanish:

Level A: 0%
Level B: 0%
Level C: 0%

Level D: 0%
Level E: 0%
Level F: 0%
Level G: 0%
Level H: 13%
Level I: 7%
Level J: 13%
Level K: 27%
Level L: 20%
Level M: 20%
Level N: 0%

20% of second grade bilingual students met the benchmark in Spanish.

*Writing data for the Second Grade bilingual Class:

Below grade level: 13%
Approaching grade level: 13%
On grade level: 73%
Exceeding grade level: 0%

*73% of second grade bilingual students are on grade level for writing.

b. Students are assessed through EL SOL, ECLAS 2, Fountas and Pinnell (English and Spanish in bilingual classes), baseline/midline, endline writing, math assessments as well as unit math tests. These assessments monitor student progress, yearly growth, and are used to identify individual goals. It has enabled teachers to make adjustments to their individual lesson plans to meet the varied needs of their students. The results of these assessments are used to plan Tier 1 instruction for students. After analyzing assessments students' strengths and weaknesses are identified and activities are planned to meet the needs in English and their home language. Students' home language is used to scaffold their learning. This helps them transfer skills and concepts in the English language.

c. As a result of periodic assessments, we learned that English language learners tend to fall below the benchmark in the areas of reading. ELLs tend to make a greater progress in writing in English as assessed by writing pieces. The results of these assessments are used to identify schoolwide weaknesses, create school goals, conduct observations, provide professional development, schedule intervisitation, plan instruction and purchase materials.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

All students, including ELL's are given ECLAS-2 as a pre-screener. An RTI criteria chart was created in order to identify candidates for RTI. Students who fell within the TIER 2 and TIER 3 criteria were then given PALS, a more thorough screener to identify the specific areas of need. PALS was recommended for use by the RTI Support Staff of CFN 534. Based on the PALS score, students are specified as either Tier 2 or Tier 3 on the RTI spectrum. We use the PALS framework in conjunction with SLOP and other ESL strategies to enhance specific instructional plans for these students. ELL students are progressed monitored every six to ten weeks. The PALS quick checks (progress monitoring) are used to determine the focus, intensity and duration of the intervention. Scores for the quick check (progress monitoring) are entered in the PALS on the online score entry and reporting system. Quick checks (progress monitoring) are administered between screening windows to students who need more instruction in a specific skill and did not meet the benchmark for PALS.

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

Assessment calendars and benchmarks have been created for each grade. English language learners are assessed in their home language as well as in their new language. Students in bilingual classes are assessed using EL SOL, Fountas and Pinnell running records in Spanish and English and ECLAS-2. Writing baseline/midline and endlines are given in both Spanish and English. Math assessments are also given in Spanish or English depending on the students' NYSESLAT proficiency level. These assessments are analyzed in both languages. All data is collected and input into the PS 170 tracking system. This online tracking system monitors students' progress throughout the year. The results of these assessments are used to identify schoolwide weaknesses, create school goals, conduct observations, provide professional development, create lab-sites, schedule intervisitation, plan instruction and purchase materials. In addition, as a result of the analysis of periodic assessments and NYSESLAT proficiency levels, we have created an afterschool program for ELL's in both the home language and the new language.

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?

N/A

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

Student achievement is our goal at PS 170. We evaluate the success of all ELL programs through data analysis. The AMAO tool helps us identify the trends and the progress our ELL's are making in the NYSESLAT for each modality. English language learners are assessed in their native language as well as in their second language. Students in bilingual classes are assessed using EL SOL and Fountas and Pinnell running records in the home language and the new language and ECLAS-2. Writing baseline/midline and endlines are given in both Spanish and English. Math assessments are also given in Spanish or English depending on the students' NYSESLAT proficiency level. These assessments are analyzed in both languages. All data is collected and input into the PS 170 tracking system. This online tracking system monitors students' progress throughout the year. The results of these assessments are used to identify schoolwide weaknesses, create school goals, conduct observations, provide professional development, create lab-sites, schedule intervisitation, plan instruction and purchase materials.

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.

During the intake process parents are asked to complete a Home Language Survey (HLS). The ENL coordinator who is a certified teacher in both, bilingual and ENL, conducts an interview to both , parent and child. Based on the interview and the home language survey, if two boxes on questions #1-5 and 2 or more boxes on questions #6-8 indicate a second lanauge is spoken at home then the NYSITELL is administered. Based on the results and the parents selection on the Program Selection Form, the child is either entitled and placed into a bilingual class or receive English as a New Language services (ENL).

Each Spring, the NYSESLAT is administered to all entitled students. These students are identified using the ATS report. The ELL coodinator administers the Speaking portion to all bilingual students and the coach administers the Speaking portion to all the ESL students. The bilingual teachers (K-2) administer the three sessions which include reading, listening and writing. The ELL coordinator administers the three sessions which include reading, listening and writing to all ENL students.

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).

N/A

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).

During the intake process parents are asked if their child has an IEP. SESIS and CAP is also checked to see if an IEP is on SESIS. If there is an IEP for the student the Language Proficiency Team is informed and meets to review evidence of student's English language development. The team decides to either recommend the student to take the NYSITELL. If the team recommends the student not to take the NYSITELL, the LPT's recommendation is sent to the principal for review. Upon review, the principal determines if the student should take the NYSITELL or not. If the principal decides that the student should take the NYSITELL, the test is given to the student. If the principal determines that the student should not take the test, the determination is sent to the superintendent or designee for review. Parent/guardian is notified within 3 days of the decision.

Language Proficiency Team:

Edward Gilligan- Principal
 Lisette Silva-ELL Coordinator
 Shannon Mathis: SETTS teacher
 Sandra Moy: Speech Teacher
 Sonia Acevedo: Coach/Administrative Assistant
 Nikita Roman: School Psychologist

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.

In September within the first 10 days of school, parent selection forms, entitlement letters, non-entitlement letters and continuation letters of service are sent home. Parent selection forms are also provided at the parent orientation for those who have not returned forms or would like help completing the form. Copies of all forms are kept in the ELL compliance binder, the ELL coordinator and the main office. Original forms are placed in the students cumulative record folder. The trend in parent choice letters this school year are bilingual and ESL programs, both offered at the school. When the parent selection forms are not returned, a list of names are given to the parent coordinator and calls home and alerts parents at dismissal. If the form has still not been returned by the November Parent Teacher Conference, the Parent Coordinator, classroom teacher and ELL coordinator are given a list of students names. As the parents of these students arrive for the conference, the ELL coordinator is alerted and attends the PTC with a new Program Selection Form to ensure the form is completed at that time.

All entitlement letters are completed by the ELL coordinator within the first ten days of school. All entitlement letters are placed in the student's homework folder and are sent home to the parent. Copies of these letters are also in the ELL Compliance Binder under the student's individual tabbed section. Copies of the entitlement form are also placed in the student's cumulative record folder.

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).

Upon receiving the entitlement letters, a letter is also sent to the parent/guardian informing the parents that they have the right to appeal the ELL status within 45 days of enrollment. Parents are informed that they can initiate an appeal by sending a written request to the principal no later than 45 days of enrollment. The school will initiate a review of the ELL status determination upon receipt of a written request of the parent/guardian or the student's teacher with a written consent from the parent/guardian. Our school will review all documents related to the identification process. The school will conduct and review the results of a school based assessment, administered by the ELL coordinator who is certified in both , bilingual and ESL. If the student has an IEP, the results will be consulted with the Committee on Special Education. Based on the recommendation, the school principal determines whether to change the ELL status or not. The relevant documents are then sent to the superintendent for review and final decision. Written notification of the decision is then sent to the parent/guardian in the parent's preferred language within 10 days of receipt of the decision.

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.

Based on the results of the exam, parents are invited to attend a Parent Orientation meeting for ELLs. In September, parents are shown the video description of the three program choices. The ELL coordinator and the Parent Coordinator work together at this orientation to ensure parents understand the three program choices. Parents are informed of the programs available in our school. Parents then select the ELL program they want their child to attend. A list of schools that house the programs not provided in our school is also available for parents. ELL orientation is conducted by the ELL coordinator and Parent Coordinator as needed throughout the year for new entitled registrants. The ELL coordinator is notified at time of registration. Based on the results of the Home Language Survey, the ELL coordinator immediately administers the NYSITELL and scans it. If the score entitles the new registrant to ELL services, the parent is then provided with an individual ELL Parent Orientation in order to view the Parent Orientation video and complete the Program selection and language preference form. All mandated forms are completed at this time and an attendance sheet is signed and placed in the ELL Compliance binder. All forms are placed in the student's cumulative record and copies are kept in the main office and in the ELL Compliance Binder.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

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

All entitlement letters are completed by the ELL Coordinator within the first ten days of school. All entitlement letters are placed in the student's homework folder and sent home to the parent. Copies of these letters are also placed in the ELL Compliance binder, along with a copy of the HLS, Preferred Language Form, and Program Selection Form. These forms are placed in the ELL Compliance binder under the student's individual tabbed section. Copies of the entitlement form are also placed in the student's cumulative record folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- When the ELL coordinator receives returned Program Selection Forms, she checks off on a school made organizational matrix, that the form has been returned. A copy of the matrix is given to the Parent Coordinator. Copies of all ELL documents for each student are kept in an ELL Compliance binder. If the program survey and program selection forms is not checked off, the Parent Coordinator then calls home and alerts the parent at dismissal. If the form has still not been returned by the November Parent Teacher Conference, the Parent Coordinator, classroom teacher and ELL coordinator collaborate to retrieve the Program Selection Form at this conference. The classroom teacher and Parent Coordinator are given a list of student names. As the parents of these students arrive for the conference, the ELL Coordinator is alerted and attends the PTC with a new Program Selection Form to ensure the form is completed at that time.

9. Describe how your school ensures that placement parent notification letters are distributed.

All placement parent notification letters are completed by the ELL Coordinator within the first ten days of school. All placement letters are placed in the student's homework folder and sent home to the parent. Copies of these letters are also placed in the ELL Compliance binder, along with a copy of the HLS, Preferred Language Form, and Program Selection Form. These forms are placed in the ELL Compliance binder under the student's individual tabbed section. Copies of the entitlement form are also placed in the student's cumulative record folder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL documentation for each child is placed in an ELL compliance binder, under the student's individual tabbed section. Copies of the HLS, entitlement, placement, non-entitlement, and continuation letters are kept in the binder along with the copies of the Parent survey and Program selection forms. The original ELL documentation is placed in the student's cumulative folder.

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.

Bilingual Classroom teachers administer the three sessions of the reading, writing, and listening portions of NYSESLAT to their students. The ELL Coordinator administers the three sessions of the reading, writing, and listening portions of NYSESLAT to all ESL students in monolingual classes. The coach/administrative assistant administers the Speaking portion of the NYSESLAT exam to all ESL students in monolingual classes. The ELL coordinator administers the speaking portion to all bilingual students. The ELL coordinator meets with bi-lingual teachers to create a testing schedule. All bilingual teachers collaborate to decide when each section of the NYSESLAT will be administered. The main office is notified of all dates and times. Announcements are prohibited from being made during the scheduled testing time. Do Not Disturb-Testing In Progress signs are placed on each classroom door in which NYSESLAT is being administered. The ELL coordinator delivers the section of NYSESLAT that is calendared to be administered the morning of administration. A class roster is also distributed with the exams. Bilingual teachers place a check next to all students who sat for the exam. The ELL coordinator collects all exams immediately after administration. The ELL coordinator highlights and records the names of all absentees to schedule a make-up date. This process is repeated for all sections of the NYSESLAT exam. After all sections of the NYSESLAT are administered, the ELL coordinator reviews all classroom test rosters and highlighted names of absentees for all sections of NYSESLAT. The ELL coordinator creates a make-up test schedule and calendar. The ELL coordinator administers all sections of NYSESLAT make-up exams to all absentees. The coach/administrative assistant administers the speaking test of NYSESLAT make-up exams to all ESL students. Using the class testing roster, the ELL coordinator makes a pile of each student's exams to ensure all four sections were administered. A completed post-it is placed on each student's pile. Completed piles are then dis-assembled, packaged and stored. This process is repeated for all classes. At this time, if there are any outstanding exams needed to be administered, a list is created and the corresponding section is immediately administered the next morning by the ELL coordinator or the coach/administrative assistant.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

All continued entitlement and transitional parent notification letters are completed by the ELL Coordinator within the first ten days of school. All continued entitlement and transitional parent notification letters are placed in the student's homework folder and sent home to the parent. Copies of these letters are also placed in the ELL Compliance binder, along with a copy of the HLS, Preferred

Language Form, and Program Selection Form. These forms are placed in the ELL Compliance binder under the student's individual tabbed section. Copies of the continued and transitional forms are also placed in the student's cumulative record folder

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).

The trend in parent choice letters this school year is the transitional bilingual program. Out of thirty eight (38) new kindergarten, first, and second grade students who are entitled to ELL services, twenty nine (29) parents selected transitional bilingual education as their first choice. This program is offered at all grade levels (K-2) in our school. Nine (9) parents chose ESL as their first choice. Zero (0) parents chose Dual Language as their first choice. The trend in parent choice is Transitional Bilingual Education. This program is offered in our school on all grade levels. We have TBE in kindergarten, first, and second grades.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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 2014-2015 school year the ENL Program at PS 170x is a K-2 pull-out model that is instructed in English with support in their native language to the extent possible. It incorporates the four modalities of listening, speaking, reading and writing. The focus is on basic skills needed to communicate in everyday situations (BICS) as well as placing a strong emphasis in acquiring academic language (CALP). The ENL program is based on the New Language Progressions (NLAP) anchored to the Common Core Standards for foundational skills, language, reading and writing. The ENL program provides support to the school's curriculum and strong emphasis is given to an increase in academic language to meet or exceed the standards. The SIOP framework is used to give that language/academic support. The grouping of ELL's is based on grade level, NYSESLAT scores, IEP goals, and a student academic snapshot provided by the classroom teacher. Our ESL students are assessed through formative assessments as well as the NYSESLAT. Anecdotal are systematically taken to help monitor and address any concerns or needs found. The ESL teacher works in collaboration with classroom teachers to meet the needs of all ELL students. An academic snapshot is written by classroom teachers in order for the ESL teacher to be informed on students' strengths, needs and concerns the teachers might have about the students. Our ESL students receive a certain amount of periods of ESL a week based on their NYSESLAT levels.

* Beginning on the 2015-2016 school year the ENL program will shift to the new CR Part 154 mandates.

The ENL teacher will service all kindergarten, first and second grade students mandated to receive ENL services. All ENL students will be grouped according to proficiency level and receive the mandated number of minutes as per CR Part 154. The ENL/ELL program will consist of stand-alone ENL and Integrated ENL.

Entering ENL students: 1 unit of study in stand-alone ENL and 1 unit of study in integrated ENL/ELA

Emerging ENL students: 1 unit of stand-alone ENL and 1 unit integrated ENL

Transitioning ENL students: .5 unit in ENL and .5 unit in integrated ENL

Expanding: 1 unit of study of integrated ENL/ELA/Content Area

Commanding: .5 Integrated ENL

* 1 unit of study: 180 minutes

Entering/Emerging/Transitioning levels (2 periods a day/4 days-360 minutes a week)

Expanding(1 period a day/4 days- 180 minutes a week)

Commanding (2 periods a week-90 minutes)

b. TBE program. *If applicable.*

PS 170x has a K-2 Transitional Bilingual Program. The language of instruction is Spanish and English. There is one bilingual class on each grade. Our focus is on supporting our bilingual students as they acquire content knowledge while progressing towards English proficiency. The Bilingual program Curriculum is based on the Home and New language progressions anchored to the Common Core Standards. It incorporates the four modalities of listening, speaking, reading and writing in the home and new language. Teachers collaborate to promote academic achievement in all content areas. Strong emphasis is given to an increase in academic language to meet or exceed the standards. The SIOP framework is used to give that language/academic support in the home and new languages. Our bilingual students are assessed through EL SOL, ECLAS 2, Fountas and Pinnell (English and Spanish), baseline/midline, endline writing, as well as unit math tests. These assessments monitor student progress, yearly growth, and are used to identify individual goals. It enables teachers to make adjustments to their individual lesson plans to meet the varied needs of their students. The results of these assessments are used to plan instruction for students. After analyzing assessments students' strengths and weaknesses are identified and activities are planned to meet the needs in English and their native language. Students' native language is used to scaffold their learning. This helps them transfer skills and concepts in the English language.

c. DL program. *If applicable.*

N/A

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)?

2. Teachers create program cards in September with the Coaches and the ELL Coordinator's assistance.

Program cards are reviewed to ensure students are receiving the mandated number of instructional minutes. The principal keeps a copy of all program cards in the main office.

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

Students who are in the beginner level receive:

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

Students who are in the intermediate level receive:

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

Students who are in the advanced level receive:

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

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

The ENL teacher/ELL coordinator will service all kindergarten, first and second grade students mandated to receive ENL services. All ENL students will be grouped according to proficiency level and receive the mandated number of minutes as per CR Part 154-2. The ENL/ELL program will consist of stand alone ENL and Integrated ENL.

Entering ENL students: 1 unit of study in ENL and 1 unit of study in ENL/ELA

Emerging ENL students: 1 unit in ENL and 1 unit integrated ENL

Transitioning ENL students: .5 unit in ENL and .5 unit in integrated ENL

Expanding: 1 unit of study in ENL/ELA/Content Area

Commanding: .5 Integrated ENL

* 1 unit of study: 180 minutes

- 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.

We are continuing to align our units of study with the CCLS as well as aligning our units of study vertically and horizontally across grades to ensure that our students are meeting the standards when they leave our school. These alignments are for both monolingual and bilingual settings. Using the balanced literacy approach and SIOP framework and protocol, teachers implement the units of study in reading, writing, and math. Content and language objectives are introduced at the beginning of each lesson. This allows for teachers to explicitly teach academic language. Units were revised during the summer last year and will continue to be revised this summer, identifying gaps and adding critical thinking/higher order questioning into our units as well as incorporating SIOP strategies to make content comprehensible for all ELLs. This revision is ongoing.

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

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

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

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

The books in the school library are leveled to assist teachers in the selection of appropriate instructional material for guided reading. There is also a teacher reference section, where teachers can access information to deepen their professional knowledge.

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

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

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

Art, music, drama, and dance are used as vehicles to develop language and build self esteem. Students role play, put on performances, and create the scenery for shows. Kindergarten and Second grade receive Pupperty through our partnership with Marquis Studio. In kindergarten, setting and dialogue was the focus where academic vocabulary was integrated through role play. Second grade focused on our International Unit. Their focus was on building academic language.

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

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

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

We hold Annual Art Festivals. Students work is displayed and viewed by peers and parents. The language of instruction in Art is English.

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

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

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

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

An assessment calendar and benchmarks have been created on each grade level. English Language Learners are assessed in their Home Language using EL SOL and Fountas and Pinnel Benchmark Kit in Spanish. Writing baseline, midline, and endline assessments are given in both Spanish and English. Baseline, midline, and endline assessments are analyzed in both languages. All data is collected and input into the P.S. 170 Online Data Tracking System. This online tracking system monitors student's progress throughout the three years they attend P.S. 170. Math baseline, midline, and endline assessments are also given in the students' home language. Data is collected and also input into the same online tracking system that monitors and tracks students growth and progress throughout the three years they attend P.S. 170.

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

An assessment calendar and benchmarks have been created on each grade level. English Language Learners are assessed in Reading using the Fountas and Pinnel Running Record Benchmark System in English. Classroom teachers administer formal running records three times a year (September, January, June) as per the P.S. 170 Assessment Calendar. Informal running records are ongoing. Writing baseline, midline, and endline assessments are administered in September, January, and June. Baseline, midline, and endline assessments are analyzed collaboratively by grade teams with the Literacy Coach, Math Coach and Principal. Strengths and weaknesses are recorded and next steps are established using the Santa Cruz Protocol. A speaking and listening rubric was created to be used for all grades aligned to the CCLS.

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

(a) We do not have any SIFE students.

(b) Since we are a Kindergarten to second grade school, all of our students are considered newcomers. Teachers differentiate lessons to meet the needs of students. Students work in small groups during centers and for guided reading. Students may be grouped according to proficiency level, reading level, skill needs, interest, or learning style. Bilingual teachers attend planning sessions where the curriculum is discussed and modified to meet ELL student needs. Units of study have been revised to incorporate SIOP strategies for interaction. Bilingual teachers participate in lab site visits and inter visitations as well as demo lessons from coaches and their colleagues. Bilingual, monolingual, and special education teachers who provide services to ELLs have also received professional development on differentiated instruction and learning styles. Teachers will continue to receive professional development in this area from DELLS. SIOP/LCI training is ongoing as well for higher order critical thinking. Lab-sites have been created to identify and share best practices. Model teachers also model best practices in the classrooms.

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

(c). The RTI teacher provides small group and individualized instruction to our at-risk ELL students. This small group also includes any holdover students who may be receiving services for four (4) years. These holdover students are also part of our afterschool program. These students receive instruction in the areas of listening, speaking, reading, or writing based on the results of data. NYSESLAT Modality reports were analyzed. Four bilingual students are a part of RTI and are receiving Tier 2 services.

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

(e). Former ELL's are entitled to two years transition. NYSESLAT data analysis shows 33% of students reached proficiency on the kindergarten NYSESLAT and are currently in first grade. 7% of the current second grade students reached proficiency after administration of the Kindergarten NYSESLAT. He is receiving the 2 years support for former ELLs. Support is provided to students reaching proficiency level by providing them with ENL services. Students are placed depending on results of the data and teacher recommendation. A student identification sheet is sent to our feeder school to ensure the continuation of transitional support services, due to the fact that we are a K-2 school and many children reach proficiency level at the end of second grade.

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.

We have not had a case of re-identified ELLs in the school as of June 2015.

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?

We are a SIOP school. The Sheltered Instruction Observational Protocol is one of our focus at P.S. 170. Student Interaction to engage. This protocol helps make content comprehensible for ALL learners, including SWD's and ELLs. Through the use of content and language objectives, academic language is explicitly taught and reinforced. Teachers of ELL-SWD's also differentiate all materials and lessons in order for SWD's to access content. Teachers provide students with choice by allowing students to select a unit project based in their learning style. We are also exploring activities with various entry points, so all students have access to learning, and choice as to how they want to present their learning. This embodies UDL. Teachers are also receiving professional learning in critical thinking and higher order questioning with the Learner Center Initiatives(LCI). This was one of the school's goal for the 2014-2015 year.

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?

We have a bilingual kindergarten, first and second grade class. The school's speech teacher is bilingual certified. ELL students mandated to receive bilingual speech are receiving speech in their home language. We also have a bilingual psychologist two days a week. She is scheduled to our school on Wednesdays and Thursdays. Our social worker meets with ELL students individually to support students displaying aggressive behaviors. We have a physical therapist scheduled to our school once a week to provide mandated services to ELL students. An occupational therapist has been assigned to our school two days a week to provide mandated services to ELL students. Other health related services such as counseling are contracted out. A school counselor has been assigned to our school to service students who are mandated to receive counseling. Parents of ELL's with special needs receive the appropriate information in their Native Language from the School Based Support Team. The special education liaison receives professional development and turn-keys all information to special education and general education teachers. All general education teachers in addition to special education teachers have been trained in using SESIS. All general education teachers in addition to special education teachers have received training on using the Common Core Learning Standards to write IEP goals. All general education teachers have also been trained in writing specific and detailed Present Levels of Performance. These general education teachers input all information directly into SESIS during initial, annual and triannual reviews. All general education teachers and special education teachers attend all IEP meetings. All IEP meetings are scheduled during the general education teacher's preparation period. This frees the general education teacher to attend the IEP meeting with the related service providers.

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.

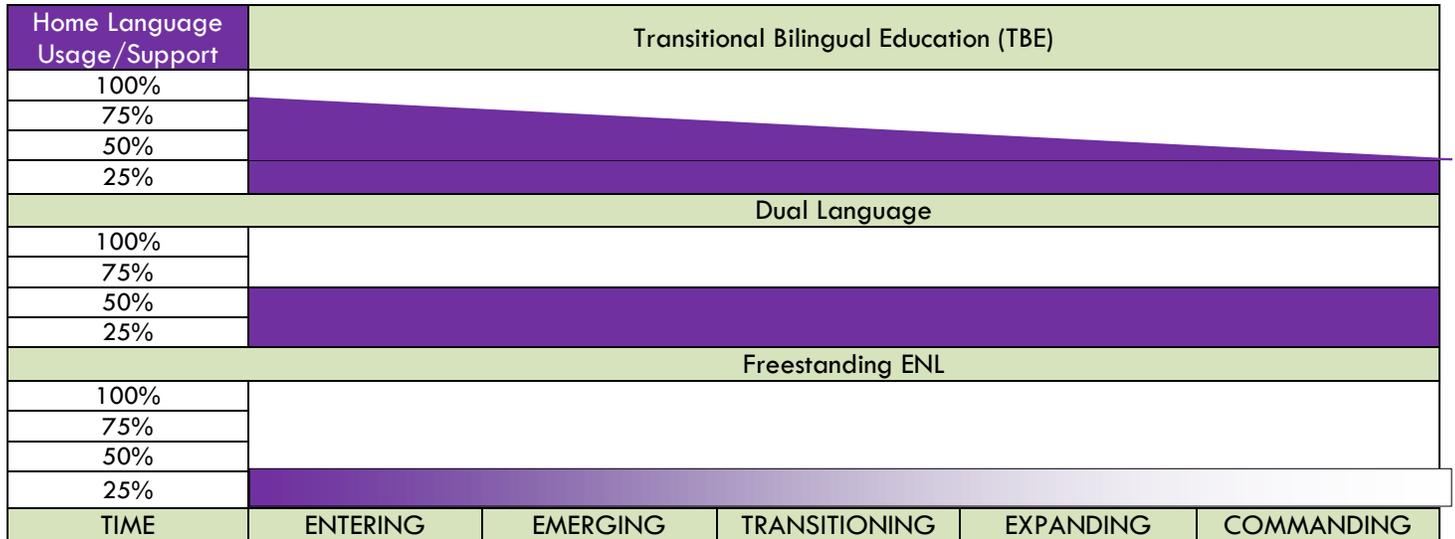


*Note “other approved services” does not apply to New York City at this time.

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.
- English Language Learners, who have newly arrived to the country attend our Afterschool Program for both ENL and HLA. Students in the ENL afterschool program are grouped according to proficiency level. Our ESL program consists of bilingual and ESL students that are at the entering, emerging, transitioning and expanding levels. Students participate in learning experiences that enhance the development of the English language. Our NLA afterschool program consists of bilingual students whose home language is limited. Students participate in learning experiences that gives the students a firm foundation in their home language in order to make it easier to transfer to the new language.

For RTI services, all students, including ELL's are given ECLAS-2 as a pre-screener. An RTI criteria chart was created in order to identify candidates for RTI. Students who fell within the TIER 2 and TIER 3 criteria were then given PALS, a more thorough screener to identify the specific areas of need. PALS was recommended for use by the RTI Support Staff of CFN 534. Based on the PALS score, students are specified as either Tier 2 or Tier 3 on the RTI spectrum. We use the PALS framework in conjunction with SIOP and other ESL strategies to enhance specific instructional plans for these students. ELL students are progressed monitored every six to ten weeks. The PALS quick checks(progress monitoring) are used to determine the focus, intensity and duration of the intervention. Scores for the quick check(progress monitoring) are entered in the PALS on the online score entry and reporting system. Quick checks (progress monitoring) are administered between screening windows to students who need more instruction in a specific skill and did not meet the benchmark for PALS.

The reading specialist services students that are at risk, including ELL's. She targets the foundations and language aspects of the CCLS.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are a SIOP school. The Sheltered Instruction Observational Protocol is a focus at P.S. 170. We have seen an increase in ELL student progress since the beginning of implementation of SIOP. This protocol helps make content comprehensible for ALL learners. Through the use of content and language objectives, academic language is explicitly taught and reinforced. Teachers implement these SIOP techniques and strategies in their classrooms to aid our ELLs academic growth, not only in the acquisition of the English language but also developing academic vocabulary in both the Home Language as well as the New Language. Through LCI (Learner Centered Initiatives) teachers have also received training in critical thinking and questioning. The principal looks for evidence of all professional development during informal and formal observations.
12. What new programs or improvements will be considered for the upcoming school year?
- The bilingual team will have aligned word work in their home language to the CCLS/Home language progressions . Will complete a gap analysis over the summer, will complete a pacing calendar and at least one word work unit per grade in the home language.
13. What programs/services for ELLs will be discontinued and why?
- None of our ELL programs will be discontinued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Kindergarten and First grade ELL's participate in our percussion residence. Students learn how to read, write music, and play instruments. There is a culminating performance where parents are invited to come and view their child's performance. Kindergarten students participate in a circus residency. This helps with our speaking and listening focus. Students learn about voice projection and articulation as well as acting and play writing.

Second grade ELL's also participate in our partnership with Marquis Studios. All second grade English Language Learners receive art expression and sculpture with two Marquis Studio's teaching artists.

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

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

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

Our ELL's also participate in International Month. International Month provides ELL students with the opportunity to learn about

other ethnic groups. Students learn about costumes, foods, culture, dance, and languages. Classes make presentations to their peers and put on a performance for classmates and parents.

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

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.

Technology is an integral part of our instructional day and is incorporated in all content areas. Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding. These websites include Razz-kids, Starfall, and MyOn. Students also research, look at instructional videos to aid in researching for a topic of choice.

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

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

We have a (TBE) bilingual kindergarten, first and second grade classrooms. We also have an ENL pull out model for kindergarten, first and second grade students who are in monolingual classes and are mandated to receive ENL services. These students are scheduled to receive ESL instruction from a bilingual teacher during her scheduled class ENL time. For the 2015-2016 year the ENL mandated services will be as follows:

Entering ENL students: 1 unit of study in ENL and 1 unit of study in ENL/ELA

Emerging ENL students: 1 unit in ENL and 1 unit integrated ENL

Transitioning ENL students: .5 unit in ENL and .5 unit in integrated ENL

Expanding: 1 unit of study in ENL/ELA/Content Area

Commanding: .5 Integrated ENL

* 1 unit of study: 180 minutes

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

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

Students who are in the beginner level receive:

Reader's Workshop	45 (HLA)
Writer's Workshop	40 (HLA)
Word Work	25 (HLA)

Independent Reading	20 (HLA)
Morning Routines	30 (ENL)
Math Workshop	60 (HLA)
Read Aloud	10 (HLA)
Read Aloud	20 (ENL)
Science/Social Studies/ Dance/Music	45 (HLA)
English	45 (ENL)

Students who are in the intermediate level receive:

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

Students who are in the advanced level receive:

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

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

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

All resources and support correspond to ELL's ages and grade levels. We continue to align our units of study with the CCLS as well as aligning our units of study vertically and horizontally across grades to ensure that our students are meeting the standards when they leave our school. These alignments are for both monolingual and bilingual settings. Using the balanced literacy approach and SIOP framework and protocol, teachers implement the units of study in reading, writing, and math. Content and language objectives are introduced at the beginning of each lesson. This allows for teachers to explicitly teach academic language. Units were revised during the summer last year and will continue to be revised this summer, identifying gaps and adding critical thinking/higher order questioning into our units as well as incorporating SIOP strategies to make content comprehensible for all ELLs. This revision is ongoing.

Teachers have also collaboratively created math units of study with the math coach and in previous years with a Math Aussie. These units incorporate a hands-on reality based approach to math. A 90 minute math workshop block has been established. In bilingual classes it is taught in the home language. All kindergarten students are assessed with quarterly checklists, first and second grade are assessed with unit tests, teacher made tests, and teacher observation. An emphasis is placed on writing in the math content area and explaining their thinking. Time is allocated during the math workshop to give students rich math writing tasks which

will develop math academic language as well as communication skills. Math unit tests are aligned with the CCLS standards in order to appropriately assess our students.

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

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

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

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

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

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

Paste response to question here:

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).

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

19. What language electives are offered to ELLs?

We do not have language electives.

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)?

N/A

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.)

We use every opportunity to provide teachers with professional development in developing strategies to improve instruction and enhance learning. When given the appropriate tools teachers can meet the academic needs of their students providing them with a high quality education.

Professional learning is on-going. There are regular opportunities for teachers to plan together. Professional learning in math and literacy are scheduled throughout the school year. The teachers spend a full day revising curriculum based on the needs of the students with the focus of assuring alignment with the CCLS and embedding SLOP components such as language and content objectives, student interaction and critical thinking. Two professional development sessions focused on critical thinking/ higher order questioning were given by LCI (Learning Centered Initiatives).

Inter-visitations are scheduled based on the needs of teachers. A grade leader has been identified on each grade. Prep periods are arranged so teachers on a grade have the opportunity to meet and plan, including the bilingual team. Calendar changes are scheduled for professional development. Common planning sessions are scheduled and used for planning and discussion on instruction. The ELL and Special education liasons attend all professional development provided by the network/DELLS. The ELL coordinator attends an ELL liason monthly meetings.

Summer Planning: Teachers attend planning sessions with their peers. The focus is revising literacy and math units of study and align them with the CCLS and ELL Blueprint. This summer, there will also be a bilingual sessions to align word work in the native language to the CCLS/Home language progressions as well as the new language.

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

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?

Teachers meet to collaboratively plan, revise, and align literacy units of study with the CCLS. During our Monday PD learning sessions grade teams meet to analyze their curriculums and embed the critical thinking and questioning techniques the teachers have gotten from the LCI(Learner Centered Initiative) PD learning sessions. During the Summer 2015 teacher teams will also meet to continue their work in aligning their curriculum completely to the CCLS. During the Summer 2015 the bilingual team will also meet to continue their work on word work in the home language and English and aligning them to the CCLS and the language progressions.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Paste response to question here:

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.

We use every opportunity to provide teachers with professional development in developing strategies to improve instruction and enhance learning. When given the appropriate tools teachers can meet the academic needs of their students providing them with a high quality education. Professional learning is on-going. There are regular opportunities for teachers to plan together. Professional learning in math and literacy are scheduled throughout the school year. The teachers spend a full day revising curriculum based on the needs of the students with the focus of assuring alignment with the CCLS and embedding SLOP components such as language and content objectives, student interaction and critical thinking. Two professional development sessions focused on critical thinking/ higher order questioning were given by LCI (Learning Centered Initiatives).

The ELL coordinator receives periodic news and opportunities for educators of ELLs. The ELL coordinator sends these professional opportunities to all the staff. When a teacher registers for a professional development session, the ELL coordinator gets a copy of the PD the teacher attends and agenda for each professional development. The ELL coordinator keeps a record of the professional

development sessions that each teacher attends in a binder along with the agendas. Each teacher has their own sheet to record the professional development sessions they are attending and the type of professional development.

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?

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

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

4. Parent Surveys are reviewed. Activities and guest speakers are scheduled based on the results of the survey and feedback from parent meetings, Town Hall Meetings, School Leadership Team Meetings and Language Allocation Policy Team Meetings.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here:
5. How do you evaluate the needs of the parents?
Parent Association meetings are held monthly to keep parents informed of school events. Time is allotted for questions and concerns. At this time a survey is given to parents to assess their needs. They can make suggestions for future workshops. Parents are also members of the School Leadership Team and Language Allocation Policy Team. The parent representative shares concerns, any parent may have at this time.

Parent Surveys are reviewed. Activities and guest speakers are scheduled based on the results of the survey and feedback from
parent meetings, Town Hall Meetings, School Leadership Team Meetings and Language Allocation Policy Team Meetings.
6. How do your parental involvement activities address the needs of the parents?
Parent Surveys are reviewed. Activities and guest speakers are scheduled based on the results of the survey and feedback from parent meetings, Town Hall Meetings, School Leadership Team Meetings and Language Allocation Policy Team Meetings.

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.

- We have been identified as a Showcase School for the 2014-2105 year and also for the upcoming 2015-2016 year.

- Technology is integrated through all content areas and all classrooms use smart board technology during instruction. Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding.

- We have a collegial climate and a low turnover of teaching staff.

We feel this is due to teachers having a voice in the school and being part of the decision making process

- We continue to have a partnership with our feeder schools to track the performance of our students

- We have placed a strong focus on professional development of ELL's, for example: inter-visitations.

Lab sites, half day planning sessions in technology, common grade planning, SIOP and summer planning

- We have planned units of study which are rigorous and focus on genres. These units are aligned with the CCLS.

- The parents, staff and students work together to improve student academic achievement

- We have built capacity within our school. The coaches and teachers receive professional development and then turnkey to staff

- An abundance of resources are purchased and available to assist teachers in implementing the units of study that were planned

School Name: The Esteban Vicente Elementary School DBN: 09X170

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)
Edward Gilligan	Principal		1/1/01
	Assistant Principal		1/1/01
Maritza Zapata	Parent Coordinator		1/1/01
Lisette Silva	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Maura Castillo	Teacher/Subject Area		1/1/01
Emilia Martinez	Teacher/Subject Area		1/1/01
Sonia Acevedo	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Leticia Rodriguez Rosario	Superintendent		1/1/01
Jose Ruiz	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: **09X170** School Name: **The Esteban Vicente School**
Superintendent: **Leticia Rodri**

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.

Language translation and interpretation data is collected through the preference language forms, home language surveys, and interview with parents and child when they come to register their children. A bilingual ELL coordinator, a bilingual Parent Coordinator and bilingual school secretary are available to address the translation needs of parents. Every letter is translated into Spanish. When necessary we reach out to agencies and the Translation Interpretation Unit for interpretation in other languages.

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.

The preferred languages for both written and oral communication is as follows:
-English
-Spanish
-Arabic

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.)

- a. We have in house staff members who translate correspondence. All parent letters are translated into Spanish to assure parents are informed of school events.
- b. Comments in report cards for bilingual classes are written in Spanish.
- c. We utilize the Board of Education website to attain translated forms in various languages.
- d. We obtain the services of the Translation Interpretation Unit and other agencies for interpretation in other languages.
- e. Our school has information about parents' preferred language of communication on the language and preference form, on the emergency card and in ATS.

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.

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

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.

During our parent association meetings and parent orientation meetings we inform our parents that we provide free services of translation and interpretation in Spanish by our school staff. We also inform our parents that our Parent coordinator is bilingual and our Language Access coordinator is also bilingual. If our parents need translation or interpretation in other languages we have a list of agencies which translates to parents who speak languages other than Spanish.

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.

During our parent association meetings and parent orientation meetings we inform our parents that we provide interpretation needs for our parents when needed. We inform that we obtain the services of the Translation and Interpretation Unit and other agencies for interpretation in other languages. These conferences are held via telephone.

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.)

During the beginning of the school year our Language Access Coordinator informs staff members that we provide translation and interpretation services to our parents. For translation of letters that teachers sent out to their parents, all of them are translated into Spanish by school staff. For interpretation and translation in other languages we inform our staff that we have a list of agencies which translates to parents who speak languages other than Spanish. We also provide our staff with resources to help support staff in monitoring parent language needs.

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

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

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)

During our Parent association meeting, parents are given a survey to complete. This survey informs our school on the quality we give our parents on language and interpretation services.