



**PS 170**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**SCHOOL: 09X170**  
**ADDRESS: 1598 TOWNSEND AVENUE**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 170 **SCHOOL NAME:** Esteban Vicente Elementary School

**SCHOOL ADDRESS:** 1598 Townsend Avenue Bronx, NY 10452

**SCHOOL TELEPHONE:** 718-583-0662 **FAX:** 718-5830685

**SCHOOL CONTACT PERSON:** Nancy Ramos **EMAIL ADDRESS:** Nramos5@school  
s.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Sonia Acevedo Suarez

**PRINCIPAL:** Nancy Ramos

**UFT CHAPTER LEADER:** Shannon Archambeau

**PARENTS' ASSOCIATION PRESIDENT:** Verna Mateo

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* n/a

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 09 **CHILDREN FIRST NETWORK (CFN):** 19

**NETWORK LEADER:** Ben Waxmen

**SUPERINTENDENT:** Dolores Esposito

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Nancy Ramos	*Principal or Designee	
Shannon Archambeau	*UFT Chapter Chairperson or Designee	
Verna Mateo	*PA/PTA President or Designated Co-President	
Simone Gomez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jacquelina Romero	DC 37 Representative, if applicable	
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	
Sonia Acevedo	Member/UFT	
Christina Peralta	Member/UFT	
Claudia Rivas	Member/Community Representative	
Angel A. Paredes	Member/Special Needs	
Verna Mateo	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Public School 170, The Esteban Vincente Early Childhood School has approximately 250 students in grades Kindergarten through second grade. There are twelve classes, three monolingual classes and one bilingual on each grade. We have three Collaborative Team Teaching (CTT) bilingual classes, one in each of the grades; kindergarten, first and second. There are 21 teachers with seventeen of them having five years or more of teaching experience. We have established a caring nurturing "family" environment where students feel safe and very well supported.

We believe that establishing a positive self-image is crucial in student achievement. All students participate in dance, music, and art during the school day. In addition activities such as dance, baton, twirling, chorus, cooking and crafts are offered to students after school. We celebrate success by displaying student work throughout the school in classrooms, throughout the school and at fairs. This allows students to develop a sense of pride and reinforces that their efforts are valued.

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 percent of parental involvement in all school events. An example of this is the performances throughout the school year, which many parents attend to celebrate student work. We have an open door policy, where parents feel free to visit the school and meet with administration and staff to discuss their children's education. Parents attend 'Meet the Teacher Week' and Parent Teacher conferences. Monthly Parent Association Meetings are scheduled to keep parents informed about the operation of the school and upcoming events. A parent coordinator is available to assist parents with any concerns. There is ongoing communication between the principal and parent coordinator. Weekly Profile sheets are sent home to parents informing them of students' goals and academic performance.

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

Technology is an integral part of our instructional day and is incorporated in all content areas. Technology outcomes have been established by grade and are revised based on student technological capabilities. We continue to have a technology AUSSIE to provide professional development for our teachers. Teachers will create an online learning community with a wealth of grade appropriate websites to aid students in furthering their academic achievement.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 170								
District:	9	DBN:	09X170	School BEDS Code:	320900010170				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11		
	K	√	4		8		12		
	1	√	5		9		Ungraded		
	2	√	6		10				
Enrollment					Attendance - % of days students attended :				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0				TBD		
Kindergarten	88	80	77	<b>Student Stability - % of Enrollment :</b>					
Grade 1	92	95	82	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	81	78	75		97.5	94.2	TBD		
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment :</b>					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	0	0	0		81.0	82.3	89.3		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		3	13	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number :</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	5	4		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	1	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	260	253	234						
				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
				Principal Suspensions	1	0	TBD		
				Superintendent Suspensions	0	0	TBD		
				<b>Special High School Programs - Total Number:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
				<b>English Language Learners (ELL) Enrollment:</b>					
				(BESIS Survey)					
				(As of October 31)	2007-08	2008-09	2009-10		
				# in Transitional Bilingual Classes	53	50	50		
				<b>Number of Staff - Includes all full-time staff:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
				# in Dual Lang. Programs	0	0	0		
				Number of Teachers	18	22	TBD		
				# receiving ESL services only	17	14	19		

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **What student performance trends can you identify?**

- English Language Learners (ELL) with Individual Education Plans tend to fall below the benchmark in the areas of reading and writing. As assessed running records (English and Spanish) and writing pieces.

### **Greatest Accomplishments over the past couple of years:**

- There is a close partnership with Marquis Studios. Consultants in drama, music and percussion work with students K-2
- Dance is an integral part of the educational experience for the students at PS 170. Students in all three grades attend structured dance classes 2-3 periods per week with our school's Certified Dance Specialist. Kindergarten students begin by focusing on creative movement experiences and the concept of dance as a tool for communication and progress to basic technical skills throughout the year. The first grade program exposes the students to the different elements of dance and movement including spatial levels, pathways, direction, and movement quality and then allows the students to use these in creating their own work. These concepts are further extended into the second grade curriculum and expanded upon through a variety of genre studies including modern dance, hip hop, musical theater jazz, and folk dance. Across all grades a heavy emphasis is also placed on the development of physical strength, coordination, and technical skill, with students participating in a daily warm-up of stretches, strength-building exercises, and rhythmic isolations. Students also build their vocabulary and knowledge of dance history through the use of video and field trips and their conceptual understanding and skill performance are evaluated regularly throughout the year through both authentic and traditional forms of assessment. High achieving dance students may also be invited to participate in several extra-curricular programs including beginner and intermediate ballet and our Saturday performing arts ensemble. Through their participation in our school's dance programs, the students of PS 170 develop and flourish physically, intellectually, and creatively.
- Performances: The students of Public School 170 participate in numerous performance experiences throughout each academic year. Through grade level and special program recitals, our students are given the opportunity to showcase their performing arts skills

(percussion, art, dance, and drama) in front of an audience of family members and peers, thus developing self-confidence, pride in their accomplishments, and the concept of working hard to reach a goal. Grade level performances include our Kindergarten students' Holiday Show (each December), our First Grade students' Spring Celebration (each May), and our Second Grade students' Brotherhood Show (each February), and Kindergarten Graduation. For all of these performances the classroom teachers work closely with the School Dance Specialist to prepare and present a song, dance, or skit that exemplifies the spirit of the celebration. The entire school performs in our annual International Festival over the course of two days. At the end of each year our second grade students also present a Choreographer's Showcase in which each class performs a piece that they themselves developed the concept and choreography for, as a form of exit project to demonstrate their learning throughout the course of their dance education. Our extra-curricular programs also present Broadway renowned productions twice a year with some of our past credits including "The Nutcracker", "A Christmas Carol", "Annie", "Beauty and the Beast", and "The Wiz", as well as several original musical theater pieces. All PS 170 performances are well-attended by parents, family members, and even former students as we, as a community, take pride in our students' success.

- The School Enrichment Model (SEM) exposes students to a variety of fields that are not part of the academic program such as, yoga, juggling, cooking, basketball, music, health and nutrition, jewelry making, fencing and graphic design. The main goal of SEMs is to provide student with the opportunity to discover and develop their strengths. First and second grade students select the area they want to study and produce an authentic product.
- Cookshop- The program introduces students to nutritional foods, how they grow, where we get them from, and aids them in making healthier food choices as well as making nutritious recipes. Five teachers have been trained and will implement the program in various classes.
- After school ballet, art, drama and baton twirling allows students the opportunity to be engaged in a wide variety of activities catering for different student's talents and interests.
- International Week: The students and staff at P.S. 170 celebrate International Month each year during the month of April. Each class in the school selects a country or culture to study. Students are given an opportunity to learn about their selected culture/country via the internet, nonfiction books, visual arts, theater and dance. After studying their selected region students participate in a school wide performance. Each class has the opportunity to perform a cultural dance or skit based on their culture or country that was studied. Each classroom has an exhibit that contains brochures, displays, and/or food from that country. Classroom teachers also have mini celebrations and interviews with parents or relatives that may be from the selected country. It is the belief at P.S. 170 that students should embrace their own culture and learn about the cultures that surround us. By learning about other people we are fostering a generation of well rounded, well adjusted individuals that have an understanding of cultural differences.
- Math Portfolios- To develop good mathematicians students reflect on the work they have done throughout the course of the year. Students select work samples that address outcomes that have been established for the grade. Students then think about why this work is important, how it relates to the real world or how they have become better as math students. This extends student understanding of math by allowing them to evaluate their work and identify how they have improved.
- We received a Capitol Improvement Grant, which will provide our dance room with hardwood floors and full length mirrors. We will also purchase curtains for our stage
- Technology is integrated through all content areas and all classrooms use smart board technology during instruction.
- Attendance rate of 93% exceeds the Chancellor's mandate of 92%
- We have a collegial climate and a low turnover of teaching staff. We feel this is due to teachers having a voice in the school and being part of the decision making process
- We continue to have a partnership with our feeder school to track the performance of our students



- We have placed a strong focus on professional development, for example: inter-visitations. Lab sites, half day planning sessions in technology, common grade planning, and summer planning
- We have planned units of study which are rigorous and focus on genres.
- The parents, staff and students work together to improve student academic achievement
- We have maintained high parent involvement as evidenced by attendance at parent workshops, Parent Teacher Conferences, Meet the Teacher Week, Parent Association meetings and School Leadership Team meetings
- Our parent coordinator supports efforts to maintain parent involvement
- We have built capacity within our school. The coaches and teachers receive professional development and then turnkey to staff in our school
- An abundance of resources are purchased and available to assist teachers in implementing the units of study that were planned
- Our baton twirlers won first place in three competitions
- One of our ballet students was accepted to the American School of Ballet
- We have incorporated the Renzulli model in 2 units of our units to differentiate instruction for students.

#### **Significant aids to school's continuous improvement**

- Schedule professional development during and after school to meet the professional needs of teachers
- Planning sessions with AUSSIE consultant in technology
- Time is allocated to analyze student data and set learning goals
- Collegial climate: for example buddy teachers, collaboration among staff members
- Lab sites and inter-visitations based on teacher requests to meet their professional needs
- Translation is provided for parents who do not speak the English language to aid in parent teacher communication
- Correspondence to parents is translated

#### **Significant barriers to school's continuous improvement**

- Budget constraints
- Time constraints (fitting everything into the day)
- No gym or auditorium
- The School Based Support Team is scheduled one day a week.

### **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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- 1. The achievement of students with special needs will greatly improve through the implementation of professional development by June 2011.**
- 2. Student achievement will greatly improve through effective use of differentiated instruction in all classrooms by June 20011.**
- 3. ELL students in Grades 1 and 2 will move a minimum of four reading levels as measured by the Rigby and or Fountas and Pinnell Benchmarks in English by June 2011.**
- 4. All teachers will continue to develop individual goals and create professional development plans supporting the school goals by June 2011.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**ELA/Math**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>1. The achievement of students with special needs will greatly improve through the implementation of professional development by June 2011.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>PS 170 will Identify students with disabilities and monitor their progress using:</p> <ul style="list-style-type: none"> <li>• Individual Education Plans</li> <li>• Math Benchmarks</li> <li>• Reading Benchmarks</li> <li>• Rubrics for writing and projects</li> <li>• Exemplars of student writing</li> <li>• Tracking reading benchmarks for students with special needs</li> <li>• Assessment Schedule</li> <li>• IEP goal tracking sheet</li> <li>• Academic Intervention Services and extended time</li> <li>• Provide professional development to teachers on IEPs and special education strategies.</li> <li>• Maintaining and updating IEPs in a timely manner</li> <li>• CEI and CFN 19 will provide professional development on Response to Intervention, Functional Behavior Analysis, Behavior Intervention Plans and best practices for students with special needs</li> </ul> <p><b>Staff:</b> Principal Coaches Teachers Consultants CEI-PEA CFN 19</p> <p><b>Scheduling:</b> Monday- Friday 8:30-2:50 Extended Time: Tuesday and Wednesday- 2:50-:340</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Funding:</b>          TL IEP Teacher \$69,269;          TL09 ARRA CTT \$48,980(special Ed CTT Teacher)          TL FSF \$366,634 (Special Ed Teachers/General Ed Teachers for CTT Classes)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Lesson plans</li> <li>• Teacher schedules</li> <li>• Tracking student progress on IEP goals</li> <li>• Analysis of data to track performance on interim benchmarks and baselines in math, reading and writing</li> <li>• Tracking student progress on IEP goals</li> </ul> <p><b>Interval of periodic review:</b> Math: Monthly end of unit tests in Grades 1 and 2          Monthly writing task in grades 1 and 2          Sept./ Jan./ May math exam K-2          Sept./Jan./May Math Writing piecesK-2          Section checklists Kindergarten (every two months)          Reading: Formal Benchmarks running records ( 3 times a year)          Informal running records</p> <p><b>Projected gains:</b> 70% of students with special needs will meet and or exceed their IEP goals, reading, writing and math benchmarks by June 2011</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**ELA**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p align="center"><b>2. Student achievement will greatly improve through effective use of differentiated instruction in all classrooms by June 2011.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Professional development will be provided on differentiation of instruction</li> <li>• CEI will provide professional development on differentiation</li> <li>• Schedule lab site visits and inter visitations</li> <li>• Coaches will demo and co-teach with classroom teachers and provide support in the classrooms</li> <li>• Plan lessons which meet the address the learning styles and interest of students</li> <li>• Principal will look for implementation of professional development as evidenced in teacher observations and lesson plans</li> <li>• Teachers will incorporate problem solving strategies when planning math units over the summer</li> <li>• Math unit pre tests will be administered in first and second grade and be used to plan instruction</li> <li>• Create lesson plans that differentiate instruction based on the Renzulli model and learning styles</li> </ul> <p><b>Staff:</b> Principal Coaches Teachers Consultants CEI-PEA CFN 19 AUSSIE</p> <p><b>Scheduling:</b> Monday- Friday 8:30-2:50 Extended Time: Tuesday and Wednesday- 2:50-3:40</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Funding:</b> TL CFN \$34,687 (PSO allocation); Title I SWP \$13,800 Professional Development; TL FSF \$346,345 classroom teachers</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Differentiated Instruction Evidence:</b></p> <ul style="list-style-type: none"> <li>• Schedule demo lessons and inter visitations</li> <li>• Lesson Plans</li> <li>• Teacher Observation</li> <li>• Curriculum maps</li> <li>• Student projects</li> <li>• Learning styles surveys</li> <li>•</li> </ul> <p><b>Projected Gain:</b> 100% of teachers will have demonstrated the implementation of differentiated instruction based on learning styles, choice, and/or projects.</p>
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>3. ELL students in Grades 1 and 2 will move a minimum of four reading levels as measured by the Rigby and or Fountas and Pinnell Benchmarks in English by June 2011.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>To improve the reading levels of our first and second grade ELL students in English</b></p> <ul style="list-style-type: none"> <li>• Analyze NYSESLAT results to identify student needs by grade and proficiency level</li> <li>• ESL standards will be used for planning units</li> <li>• Teachers participate in professional development to plan units of study, and word work, which meet the needs of students.</li> <li>• Teachers differentiate lessons to meet the needs of students</li> <li>• Students work in small groups during centers and for guided reading</li> <li>• Bilingual teachers attend planning sessions where the curriculum is discussed and modified to meet student needs</li> <li>• Bilingual teachers participate in lab site visits and inter visitations as well as demo lessons from coaches and their colleagues</li> <li>• Principal will look for the implementation of professional development as evidenced in teacher observations and lesson plans</li> <li>• Arts is used as a vehicle to increase students English language acquisition</li> <li>• Classroom teachers as well as clusters teachers will implement standards based lessons</li> <li>• Students will be assessed through ECLAS2, running records, benchmark kits and NYSESLAT</li> <li>• Most at-risk and target students will attend our Extended Time</li> <li>• Parents will attend parent workshops to learn literacy strategies to help their children</li> <li>• Strategies from the ESL handbook will be implemented in the classroom</li> <li>• CEI will provide professional development on ESL strategies.</li> </ul> <p><b>Staff:</b></p>

	Principal Coaches Teachers Consultants CEI-PEA CFN 19 <b>Scheduling:</b> Monday- Friday 8:30-2:50 Extended Time: Tuesday and Wednesday 2:50-3:40
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<b>Funding:</b> FSF \$346,345 classroom teachers: TL SWP \$15,000 Professional Development
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<b>Evidence:</b> <ul style="list-style-type: none"> <li>• ECLAS2: 1<sup>st</sup> Grade- <b>September, January (At-risk), May</b></li> <li>• Running Records using Benchmark Kits – <b>October, January and May</b></li> <li>• Tracking sheet (running records level) - <b>October, January and May</b></li> <li>• Teacher Observations</li> <li>• NYSESLAT</li> <li>• Informal running records – ongoing as needed</li> <li>• Attendance for professional development sessions</li> </ul> <b>Interval of periodic review:</b> Benchmark 3 times a year formally and informally as needed <b>Projected gains:</b> 70% of ELL students will show an increase of at least 4 levels in running records in English by June 2011



**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>4. All teachers will continue to develop individual goals and create professional development plans supporting the school goals by June 2011.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Professional development sessions will be scheduled throughout the school year.</li> <li>• Using the Santa Cruz Continuum of Teacher Development as a guide, teachers will select one area on the continuum to study in professional learning communities.</li> <li>• Teachers will identify where they fall on the continuum and set goals and create individual action plans to move across the continuum.</li> <li>• Teachers will reflect on their professional growth and when necessary make revisions and/or set new goals.</li> <li>• CEI will provide professional development on Bloom’s Taxonomy critical thinking skills</li> </ul> <p><b>Staff:</b> Principal Coaches Teachers Consultants CEI-PEA CFN 19</p> <p><b>Scheduling:</b> Monday- Friday 8:30-2:50 Extended Time: Tuesday and Wednesday- 2:50-3:40</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Funding:</b>          Title I ARRA SWP \$69,269          Title I SWP \$93,035 literacy and math coaches</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher goals</li> <li>• Action Plan</li> <li>• Teacher observations</li> <li>• Lesson plans</li> </ul> <p><b>Projected Gain:</b> Teachers will move a minimum of one level across the continuum of teacher development.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**



**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	81	81	N/A	N/A				8
1	80	80	N/A	N/A		1		10
2	77	77	N/A	N/A		1	3	15
3			N/A	N/A				
4								
5								
6								
7								
8								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>AIS teachers are scheduled to push in to classroom. They provide small group and individual instruction to students who are at risk as well as high achievers. This happens during the school day.</p> <p>Reading Teacher- Our reading teacher pulls out small groups of students based on their specific needs. There is a focus on reading using word work for 45 minutes a day.</p> <p>Extended Time.- At-risk and hold over students are part of extended time. Teachers work with small groups of first and second grade students. Activities are based on students' individual needs. There is a focus on technology during this time using various websites for reading and alphabet recognition. This occurs Tuesday and Wednesday from 2:50-3:40</p> <p>After School Program- There are various programs to address the needs of at-risk and extend the learning of high achieving students. First and second grade students participate in music, art and drama, ballet, baton twirling, and academic programs based on their needs. This occurs Tuesday and Wednesday from 3:45-5:15</p> <p>ESL After School Program- Our ESL program consists of bilingual students that are at the beginner and intermediate levels in the English language. Students participate in learning experiences that enhance the development of the English language. The first grade group is using the Cookshop Program. Cookshop provides students with hands on cooking experiences as well as nutritional education. This aides the development of language through discussion as well as writing. This occurs Tuesday and Wednesday from 3:45-5:15</p>
<b>Mathematics:</b>	<p>AIS teachers are scheduled to push into classroom. They provide small group and individual instruction to students who are at risk as well as high achievers. This happens during the school day.</p> <p>At-risk students attend Extended Time. Teachers work with small groups of first and second grade students. Activities are based on students' individual needs. There is a focus on technology during this time using Everyday Math games. This occurs Tuesday and Wednesday from 2:50-3:40.</p> <p>After School- 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, ballet, boton twirling, and academic programs based on their needs. Key math concepts are embedded in these areas. This occurs Tuesday and Wednesday from 3:45-5:15</p>
<b>Science:</b>	
<b>Social Studies:</b>	

<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	We share our psychologist with another school. The psychologist is scheduled to our school once a week.
<b>At-risk Services Provided by the Social Worker:</b>	Our social worker meets with students individually to support students displaying aggressive behaviors.
<b>At-risk Health-related Services:</b>	We have a physical therapist scheduled to our school once a week to provide services to students. Other health related services are contracted out. Parents receive the appropriate information from the School Based Support Team. We have a speech teacher who provides services to students in order to meet their IEP goals.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 534</b>	District <b>09</b>	School Number <b>170</b>	School Name <b>The Esteban Vicente School</b>
Principal <b>Nancy Ramos</b>		Assistant Principal <b>N/A</b>	
Coach <b>Lisa Velazquez</b>		Coach <b>Sonia Acevedo Suarez</b>	
Teacher/Subject Area <b>Lisette Siva/Bi-Lingual 2<sup>nd</sup> Grade</b>		Guidance Counselor <b>N/A</b>	
Teacher/Subject Area <b>Paula Ramirez/K Special Ed</b>		Parent <b>Johanny Rodriguez</b>	
Teacher/Subject Area <b>Erica LeRea</b>		Parent Coordinator <b>Maritza Zapata</b>	
Related Service Provider <b>Sandra Corro-Moy</b>		Other <b>N/A</b>	
Network Leader <b>Ben Waxman</b>		Other <b>N/A</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>0</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>5</b>

### C. School Demographics

Total Number of Students in School	<b>232</b>	Total Number of ELLs	<b>68</b>	ELLs as Share of Total Student Population (%)	<b>29.31%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)



4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

2. Based on the results of the exam, parents are invited to attend a Parent Orientation meeting for ELLs. In September, parents are shown the video description of the three program choices. The Literacy Coach/Bi-lingual Coordinator and Parent Coordinator work together at this orientation to ensure parents understand the three program choices. Parents are informed of the programs available in our school. Parents then select the ELL program they want their child to attend. A list of schools that house the programs not provided in our school is also available for parents. ELL Orientation is conducted by the Literacy Coach/Bi-Lingual Coordinator and Parent Coordinator as needed throughout the year for new entitled registrants.

3. In September within the first 10 days of school, parent selection forms, entitlement letters, non entitlement letters and continuation of service letters are sent home. 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 binder by the Literacy Coach/Bi-lingual coordinator. The trend in parent choice letters is the transitional bilingual program. This program is offered in our school.

As the Literacy Coach/Bi-lingual 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/Bi-lingual coordinator collaborate to retrieve the Program Selection Form at this conference. The classroom teacher and Parent Coordinator are given a list of student names. As the parents of these students arrive for the conference, the Literacy Coach/Bi-lingual Coordinator is alerted and attends the PTC with a new Program Selection Form to ensure the form is completed at that time.

4. During the In-Take process parents are asked to complete the Home Language Survey (HLS). An interview is also conducted by the literacy coach/bilingual coordinator who is a certified teacher and has received training. Recommended sample questions received at the CFN #534 ELL Monthly Meetings during the 2009-2010 are used during the interview process. Responses are also kept in the ELL Binder by the Literacy Coach/Bi-lingual Coordinator. The interview is conducted in the native language of the parents when possible. Based on the home language survey any student whose HLS has two or more boxes checked that indicate a second language is spoken at home is administered the LAB-R. The exam is administered by the literacy coach/bi-lingual coordinator. Based on these results and the Program Selection Form, the child is either entitled and placed into a bilingual class or receives English As a Second Language services ESL( Cut off score). Based on the results of the 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. Parents are informed of the programs available in our school. Parents then select the ELL program they want their child to attend. A list of schools that house the programs not provided in our school is available for parents. In September, parent selection forms, 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.

5. The trend in parent choice letters is the transitional bilingual program. This program is offered in our school.

6. 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 III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	4	4	4											12
<b>Total</b>	5	5	5	0	0	0	0	0	0	0	0	0	0	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	67	Special Education	27
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	50	0	22	1	0	0	0	0	0	51
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	17	0	0	0	0	0	0	0	0	17
<b>Total</b>	<b>67</b>	<b>0</b>	<b>22</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>68</b>

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education
Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	22	16											5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>13</b>	<b>22</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>51</b>

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	3											14
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
<b>TOTAL</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>

## Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</li> </ol> </li> <li>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>
<p>1. We have a (TBE) bilingual kindergarten, first and second grade CTT class. Cluster teachers provide ESL to kindergarten and first grade ELL students through social studies, science, dance, and art based on their proficiency level. We also have an ESL pull out model for second</p>

grade students who are in monolingual classes and are mandated to receive ESL services. These students are scheduled to receive ESL instruction from a bilingual teacher during her scheduled ESL time.

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

2. Teachers create program cards in September with the Coaches and the Bilingual Coordinator's assistance. Program cards are reviewed to ensure students are receiving the mandated number of instructional minutes. The principal keeps a copy of all program cards in the main office.

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

Students who are in the beginner level receive:

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

Students who are in the intermediate level receive:

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

Students who are in the advanced level receive:

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

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

3. The New York State literacy, math and science curriculum have been followed to ensure that our children are meeting the standards when they leave our school. Using the balanced literacy approach teachers implemented units of study in reading and writing. A two and a half hour literacy block has been established, which includes read aloud, shared, guided, independent reading, word work, and writer's workshop. All classes are heterogeneously grouped, students remain in their classrooms.

In mathematics, the bilingual students are working with Everyday Math in Spanish. This program is a hands-on reality based approach to math. This is done during the math workshop. All students kindergarten students assessed with quarterly checklists, first and second grade students are assessed with unit tests, teacher made tests, and teacher observation. An emphasis was placed on writing in the math content area. Time was allocated during the math workshop to give students rich math writing tasks which will develop math academic language as well as communication skills. Math unit tests are aligned with the standards in order to appropriately assess our students.

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

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

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

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

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

Academic language is 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 picture walks, accountable talk, turn and talk, total physical responses, and group work, students are given the opportunity to use academic language in context. The "share" portion of the workshop model gives students the opportunity to reflect on learning and articulate what they learned.

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

Technology is an integral part of our instructional day and is incorporated in all content areas. Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding. Students also practice math concepts using the EDM games and various websites. This year monolingual, bilingual, and special education teachers who provide services to ELLs will continue to receive professional development from a technology AUSSIE. He will assist us in furthering our knowledge, technology goals, and challenging our students and teachers. Professional development will include: enhance our school website, created last year, researching grade appropriate website sites for student use, continue work with google docs to update

assessments and curriculum, and assign students individual email addresses through PS170.org our school website to learn to communicate via the web.

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

First and second grade ELLs participate in our School Enrichment Model. This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, graphic design, and technology. The language of instruction is English.

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

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

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

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

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

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

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

4. Since we are a Kindergarten to second grade school, all of our students are considered newcomers. We do not have SIFE or long term ELLs. Academic Intervention Service teachers are scheduled to work with our ELLs. Teachers differentiate lessons to meet the needs of students. Students work in small groups during centers and for guided reading. Students may be grouped according to proficiency level, reading level, skill needs, interest, or learning style.

Bilingual teachers attend planning sessions where the curriculum is discussed and modified to meet ELL student needs. Bilingual teachers participate in lab site visits and inter visitations as well as demo lessons from coaches and their colleagues. Bilingual, monolingual, and special education teachers who provide services to ELLs have also received professional development on differentiated instruction and learning styles. Teachers will continue to receive professional development in this area from CEI Support Staff. 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 professional development as evidenced in teacher observations and lesson plans.

Academic Intervention Service teachers provide small group and individualized instruction to our at-risk ELL students. These small groups also include any holdover students who may be receiving services for four (4) years. Para professionals are assigned to Kindergarten to assist in providing ELL students with more individualized instruction.

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

First and second grade ELLs participate in our School Enrichment Model. This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, graphic design, and technology.

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In mathematics, the bilingual students are working with Everyday Math in Spanish. This program is a hands-on reality based approach to math. This is done during the math workshop. All kindergarten students are assessed with quarterly checklists, first and second grade students are assessed with unit tests, teacher made tests, and teacher observation. An emphasis was placed on writing in the math content area. Time was allocated during the math workshop to give students rich math writing tasks which will develop math academic language as well as communication skills. Math unit tests are aligned with the standards in order to appropriately assess our students.

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

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

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

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

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

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 picture walks, accountable talk, turn and talk, total physical responses, and group work, students are given the opportunity to use academic language in context. The "share" portion of the workshop model gives students the opportunity to reflect on learning and articulate what they learned.

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

Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and



practice alphabet recognition and decoding. Students also practice math concepts using the EDM games and various websites. This year monolingual, bilingual, and special education teachers who provide services to ELLs will receive professional development from a technology AUSSIE. He will assist us in furthering our knowledge, technology goals, and challenging our students and teachers. Professional development will include: teachers developing a school website, researching grade appropriate website sites for student use, learn how to use google docs to update assessments and curriculum, and assign students individual email addresses through PS170.org our school website to learn to communicate via the web.

We have a bilingual kindergarten, first and second grade CTT class. A speech teacher has been assigned for the 2010-2011 school year. ELL students mandated to receive bilingual speech are receiving Interim monolingual speech. Modifications have been made to the students IEPs. We share our psychologist with another school. The psychologist is scheduled to our school once a week. 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. Other health related services are contracted out. Parents of ELL's receive the appropriate information in their Native Language from the School Based Support Team.

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

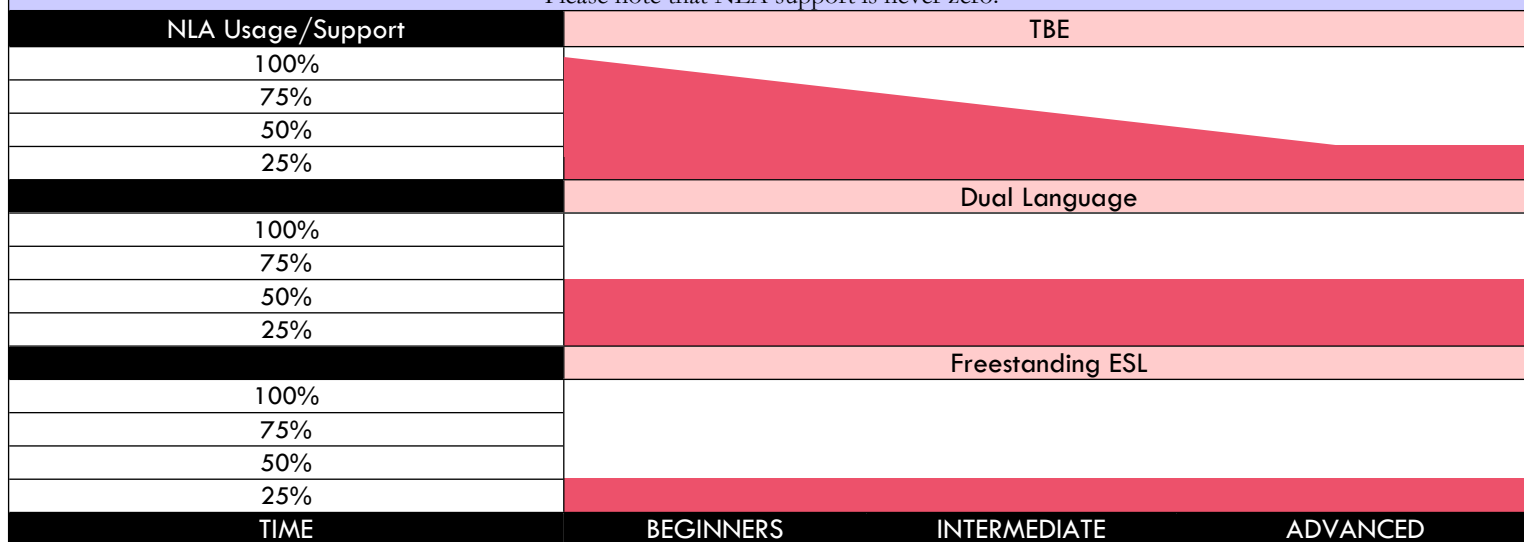
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.  
Please note that NLA support is never zero.



### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. We have a Title III ESL after school program for our first and second grade students. Students in our ESL after school program are also part of our extended time. The program serves 8 first grade and 9 second grade ELL students. The language of instruction is English. The program will provide rich learning experiences which increases student acquisition of the English language. The materials selected will assist ELLs in meeting the New York State Standards in the areas of reading, writing, listening, and speaking. The program will target ELLs who scored at the beginning and intermediate levels on the Spring 2010 NYSESLAT exam. Materials were ordered from Rigby, the books are leveled A-J. The books provide clear and simple language that is supported through illustrations in the beginning levels and becomes more text focused as the levels increase. This will aid students in developing language and literacy through a focus on comprehension. REACH, was also ordered from Hampton Brown. This program was recommended by the CFN# 535 ELL Support Staff. Technology is also incorporated into the after school program. Students listen to stories online, use various websites to reinforce word work skills, research topics for projects, and type writing pieces.

We will continue inferencing as our schoolwide Inquiry Team focus. Our target students will include ELL's with special needs. The teachers will implement inferencing strategies at their grade level. All students will receive the instruction but teachers will monitor 3 to 4 students to track if the benchmarks for the cycles have been met.

We will implement the Cook Shop Program in our first grade Title III ESL after school program. This program was found to be very successful when it was implemented last year with ELL students. 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 will be a lot of discussion about the food and their attributes using the senses to describe foods. Learning journals accompany the lessons to give students an 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.

Academic Intervention Service teachers are scheduled to work with our ELLs. Academic Intervention Service teachers provide small group and individualized instruction to our students in English. Para professionals are assigned to Kindergarten to assist in providing students with more individualized instruction in English or Spanish depending on the student's needs and proficiency level.

Designated ELLs are assigned a Buddy Teacher. The teacher may spend one to one time with the students or push into the classroom. This will help the student adjust to school as well as developing a trusting relationship, where students can share any concerns or discuss issues they may have.

First and second grade ELLs participate in our School Enrichment Model (English). This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, graphic design, and technology.

6. Students who reach proficiency level on the NYSESLAT exam are transferred to monolingual classes. Support is provided to those students reaching proficiency level by providing them with ESL services. These students are also invited to be part of the ESL Afterschool Program and extended day (Native Language). A student identification sheet is sent to our feeder school to ensure the continuation of transitional support services, due to the fact that we are a K-2 school and most children reach proficiency level at the beginning of second grade.

7. Suzanne Farrell of National Geographic has been scheduled to meet with all bi-lingual teachers. Bi-Lingual teachers will view and explore the REACH program. Karen Shaw of Carousel Of Ideas has also been scheduled to meet with Bi-lingual teachers. After exploring both programs Bi-lingual teachers and Coaches will collaboratively decide which program will better meet the needs of our English Language Learners.

8. We do not have any programs that will be discontinued.

9. We have a Title III ESL after school program for our first and second grade students. Students in our ESL after school program are also part of our extended time. The program serves 8 first grade and 9 second grade ELL students. The language of instruction is English. The program will provide rich learning experiences which increases student acquisition of the English language. The materials selected will assist ELLs in meeting the New York State Standards in the areas of reading, writing, listening, and speaking. The program targets ELLs who scored at the beginning and intermediate levels on the Spring 2010 NYSESLAT exam. Technology is also incorporated into the after school

program. Students listen to stories online, use various websites to reinforce word work skills, research topics for projects, and type writing pieces.

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Our English Language Learners are also part of our Art and Drama, Ballet, Tap and Baton extended day and Afterschool Programs. Art and Drama candidates were invited to audition for this afterschool and Saturday Program.

First and second grade ELLs participate in our School Enrichment Model. This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, graphic design, and recorder.

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

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

Our ELL students celebrated the 100th Day of School. Students took part in various activities which allowed them to explore place value in mathematics. Our Kindergarten students paraded throughout the school sharing their work with their peers.

We will hold our Fourth Annual Art Festival. Students work was displayed and viewed by peers and parents.

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.

Our ELL students show off their scientific skills at our annual science fair. Students conduct experiments, make presentations, and answer questions about the procedure.

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.

10. The New York State literacy, math and science curriculum have been followed to ensure that our children are meeting the standards when they leave our school. Using the balanced literacy approach teachers implemented units of study in reading and writing. A two and a half hour literacy block has been established, which includes read aloud, shared, guided, independent reading, word work, and writer's workshop. All classes are heterogeneously grouped, students remain in their classrooms.

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communication skills. Math unit tests are aligned with the standards in order to appropriately assess our students.

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

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

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 picture walks, accountable talk, turn and talk, total physical responses, and group work, students are given the opportunity to use academic language in context. The "share" portion of the workshop model gives students the opportunity to reflect on learning and articulate what they learned.

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

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.

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11. Bilingual students receive the required amount of Native Language Arts 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. This occurs in both TBE and monolingual classes (ESL students).

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

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. This occurs in both TBE and monolingual classes (ESL) students.

12. A speech teacher has been assigned for the 2010-2011 school year. ELL students mandated to receive bilingual speech are receiving Interim monolingual speech. Modifications have been made to the students IEPs. We share our psychologist with another school. The psychologist is scheduled to our school once a week. Our social worker meets with students individually to support ELL students displaying aggressive behaviors. We have a physical therapist scheduled to our school once a week to provide services to students. Other health related services are contracted out. Parents receive the appropriate information in their Native Language from the School Based Support Team.

An abundance of English and Spanish books by Antanastios, Rigby, and Book Source were ordered to provide teachers with the resources to increase student performance. The books are leveled A-S 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.

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

13. Kindergarten orientation workshops are scheduled in May for incoming kindergarten and first grade students new to the school. The workshops provide information on standards, curriculum, expectations, and school policies. Parents receive a packet of literacy and mathematics resources they can use at home to prepare their children for Kindergarten and first grade.

14. Not applicable

### C. Schools with Dual Language Programs

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

Not Applicable

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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

City wide professional development days (November and June) are utilized for site based training by coaches, CEI personnel, and an AUSSIE consultant. Topics include the intake process, Common Core Standards, Special Education, ESL standards, and ESL strategies, this meets the mandated ESL professional development hours. Common grade preps are used for staff development to align the curriculum with the standards. Teachers are scheduled by grade to analyze assessments, plan, and set goals for students. This is done with the principal and coaches on a monthly basis (September to June) in the areas of literacy and math.

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

This year monolingual, bilingual, and special education teachers who provide services to ELLs will receive professional development from a technology AUSSIE. He will assist us in furthering our knowledge, technology goals, and challenging our students and teachers. Professional development will include: teachers refining the school website, researching grade appropriate website sites for student use, learn how to use google docs to update assessments and curriculum, and assign students individual email addresses through PS170.org our school website to learn to communicate via the web.

Lab sites have been identified in literacy and math. Monolingual, bilingual, and special education teachers who provide services to ELLs are scheduled to visit the sites and observe lessons. Time is allocated for pre and post debriefing.

Monolingual, bilingual, and special education teachers who provide services to ELLs meet with the Instructional Support Team to discuss and create intervention plans to meet the needs of our special needs/at risk students. Professional Development has been scheduled with the speech pathologist after teachers expressed the need for ideas on how to work with children who have severe speech delays. These students receive mandated speech and are English Language Learners as well. The speech pathologist has been scheduled to attend (3) common planning sessions for all grades.

To implement our Language Allocation Policy, we provide professional development to monolingual, special education, and bilingual teachers. In the Fall, teachers receive a copy of the NYSELAT scores and identify student needs and proficiency levels. During planning sessions with coaches and principal, strategies are discussed within the four modalities that teachers would use to address the needs of individual students.

Bilingual, monolingual, and special education teachers who provide services to ELLs have received professional development on differentiated instruction based on learning styles and student interest. Teachers will continue to provide students with choices by allowing students to select a unit project based on their learning style. We will expand on activities with various entry points, so all students have access to the learning, and choice as to how they want to present their learning. Professional Development in differentiation of instruction is ongoing.

2. Students who reach proficiency level on the NYSELAT exam are transferred to monolingual classes. Support is provided to those students reaching proficiency level by providing them with ESL services. A student identification sheet is sent to our feeder school to ensure the continuation of transitional support services, due to the fact that we are a K-2 school and most children reach proficiency level at the beginning of second grade. Our ELL Compliance Specialist, Rosemary Caban has been scheduled to share the SIOP Model with the entire staff on November 16, 2011.

3. City wide professional development days (November and June) are utilized for site based training by coaches, CEI personnel, and an AUSSIE consultant. Topics include the intake process, Special Education, ESL standards, and ESL strategies. This meets the mandated 7.5 hours of ELL training for all staff as per Jose P. Professional Development on ELL's is ongoing and scheduled as needs are observed. This PD is scheduled during common planning sessions, PD calendar days and/or afterschool.



## E. Parental Involvement

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

1. We have maintained high parent involvement as evidenced by attendance at parent workshops, Town Hall Meetings, Parent Teacher Conferences, Meet the Teacher Week, Parent Association meetings and School Leadership Team meetings. Our parent coordinator supports efforts to maintain parent involvement.

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

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

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

Morrisania Diaognotics and Treatment Center is providing health workshops in February on hypertension.

3. Parent Association meetings are held monthly to keep parents informed of school events, time is allotted for questions and concerns. At this time a survey is given to parents to assess their needs. They can make suggestions for future workshops. Parents are also members of the School Leadership Team. 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, and School Leadership Team meetings.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)



	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	12	5											25
Intermediate(I)	0	12	7											19
Advanced (A)	8	4	10											22
Total	16	28	22	0	0	0	0	0	0	0	0	0	0	66

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
	# of EPs (dual lang only) scoring at each quartile (based on percentiles)
# of ELLs 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								

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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

Data revealed English Language Learners (ELL) with Individual Education Plans tend to fall below the benchmark in the areas of reading and writing., as assessed through running records (English and Spanish) and writing pieces. We have scheduled CFN Support Staff, Marcia Buckout to provide us with a series of professional development in the area of special education. We will begin in December with reading IEP's and writing SMART IEP goals. We have also chosen this area to become a goal for our school as per the Comprehensive Education Plan:

-The achievement of students with special needs will greatly improve through the implementation of professional development by June 2011.

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. Our goal was to have our English Language Learners in first and second grade increase minimum of four reading levels. The results for 2009-2010 are as follows:

Reading Kindergarten benchmark for June 2010 is a Level D

- 83 % of our kindergarten monolingual students met the goal. The students that did not meet this goal (17%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.
- 26% of our ELL students met the benchmark in English. The students that did not meet this goal (74%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. This is a CTT class.
- 0% of our kindergarten bilingual students met the benchmark in Spanish. The students that did not meet this goal (100%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. This is a CTT class.

- 85% of our first grade ELL students met the benchmark in English. The students that did not meet this goal (15%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.
- 60% of our first grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (40%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.

Second grade benchmark for June 2010 is a Level N

- 75% of our second grade monolingual students met the goal. The students that did not meet this goal (25%) should receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards in their new school.
- 75% of our second grade ELL students met the benchmark in English. The students that did not meet this goal (25%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards in their new school.
- 44%\* of our second grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (56%) will receive AIS and attend extended time and after school in third grade (September 2010) to support the students in meeting the standards in their new school.

\*33% of the students moved three levels and two students were new arrivals into the country and were held over.

In math, kindergarten, first grade second grade ELLs are making adequate progress and moving across levels at the same rate as their monolingual counterparts.

In writing, ELL students are making progress at the same rate as their monolingual counterparts. However, ELLs with IEPs are below their counterparts.

English Language Learners (ELL) with Individual Education Plans tend to fall below the benchmark in the areas of reading and writing. As assessed running records (English and Spanish) and writing pieces.

2/3. When analyzing student NYSESLAT (See below) results in the four modalities, we continue to see the need is in reading and writing. This became the focus of our Inquiry Team. Last year (2009-2010) we focused on inferencing with our ELL students. Students received explicit instruction in using context clues to identify the setting, feeling, problem/solution, and caused /effect when reading. Teachers noticed that students that our inquiry work improved student performance in our author study unit. Students were able to incorporate problem and solutions into their writing. The strategies that were proven to be successful were incorporated into our curriculum.

NYSESLAT Spring 2010 results:

- Beginner 23% ( 11 students)
- Intermediate 36% (18 students)
- Advanced 23% (11 students)
- Proficient 18% ( 8 students)

We will continue inferencing as our schoolwide Inquiry Team focus. Our target population will include ELL's and students with special needs. The teachers will implement inferencing strategies at their grade level. All students will receive the instruction but teachers will monitor 3 to 4 students to track if the benchmarks for the cycles have been met.

In the Fall, teachers also receive a copy of the NYSELAT scores and identify student needs and proficiency levels. During planning sessions with coaches and principal, strategies are discussed within the four modalities that teachers would use to address the needs of individual students.

4. Reading Kindergarten benchmark for June 2010 is a Level D

- 83 % of our kindergarten monolingual students met the goal. The students that did not meet this goal (17%) will receive AIS and

attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.

- 26% of our ELL students met the benchmark in English. The students that did not meet this goal (74%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. This is a CTT class.
- 0% of our kindergarten bilingual students met the benchmark in Spanish. The students that did not meet this goal (100%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. This is a CTT class.

First grade benchmark for June 2010 is a Level J

- 96% of our first grade monolingual students met the goal. The students that did not meet this goal (4%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.
- 85% of our first grade ELL students met the benchmark in English. The students that did not meet this goal (15%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. •60% of our first grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (40%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.

Second grade benchmark for June 2010 is a Level N

- 75% of our second grade monolingual students met the goal. The students that did not meet this goal (25%) should receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards in their new school.
- 75% of our second grade ELL students met the benchmark in English. The students that did not meet this goal (25%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards in their new school.
- 44%\* of our second grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (56%) should receive AIS and attend extended time and after school in third grade (September 2010) to support the students in meeting the standards in their new school.

\*33% of the students moved three levels and two students were new arrivals into the country and were held over.

In math, kindergarten, first grade second grade ELLs are making adequate progress and moving across levels at the same rate as their monolingual counterparts.

In writing, ELL students are making progress at the same rate as their monolingual counterparts. However, ELLs with IEPs are below their counterparts.

5. Not applicable

6. Our programs are evaluated by measuring the success of our students in reading, writing and math. Interim Benchmarks have been created in these areas. The school community shares expectations and benchmarks. This gives the school community a clear understanding of entry and exit levels as well as consistency in routines and instruction. Teachers collaborate with coaches to analyze student work during scheduled calendar dates. English Language Learners success is compared to their monolingual counterparts. Next steps and strategies are discussed and shared.

We also evaluate the success of our programs using NYSESLAT results. We expect ELL's to move atleast one level of proficiency each school year. After reviewing the Spring 2010 NYSESLAT, the results are as follows:

NYSESLAT Spring 2010 results:

- Beginner 23% ( 11 students)
- Intermediate 36% (18 students)
- Advanced 23% (11 students)

- Proficient 18% ( 8 students)

### Additional Information

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

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Ramos	Principal		
N/A	Assistant Principal		
Maritza Zapata	Parent Coordinator		
Erica LeRea	ESL Teacher		
Johanny Rodriguez	Parent		

Paula Ramirez/K Sp Ed	Teacher/Subject Area		
Lisette Silva/Biling 2 <sup>nd</sup> Grade	Teacher/Subject Area		
Lisa Velazquez	Coach		
Sonia Acevedo Suarez	Coach		
N/A	Guidance Counselor		
Ben Waxman	Network Leader		
	Other		
	Other		
	Other		
	Other		

Rev. 10/7/09

**CR Part 154 (A-6) Bilingual/ESL Program Description**

Type of Program: \_\_\_ Bilingual X ESL X Both      Number of LEP (ELL) Students Served in 2009-10: 66

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

Public School 170 is a Kindergarten to second grade early childhood school. We have four classes on a grade with one bilingual class per grade. The bilingual classes in kindergarten, first, and second grade are CTT classes. The language of instruction in our bilingual classes is Spanish. The language of instruction for students who receive ESL is English.

A balanced literacy approach is implemented in all bilingual classes. A one hundred fifty minute block has been scheduled and incorporates the reader’s workshop, writer’s workshop and word work. Students are grouped for instruction based on the results of EL SOL, and ECLAS2, NYSESLAT, and teacher observation.

Our ESL program introduces English in content areas such as science, social studies, word study skills, art, and drama as well as the development of social language. Listening, speaking, reading, and writing are integrated throughout the

lessons. A minimum of 360 minutes of ESL activities on a weekly basis is provided to students who scored at the beginner and intermediate level of English Proficiency. This includes 180 minutes of ESL and 180 minutes of English language arts within the literacy program. This will occur with the classroom teachers.

In mathematics, Kindergarten and second grade bilingual students are working with Everyday Math in Spanish. Second grade students are receiving English instruction in math due to their English language development. This program is a hands-on reality based approach to math. This is done during the math workshop. All students are assessed with quarterly checklist, unit tests, teacher made tests, and teacher observation. An emphasis was placed on writing in the math content area. Time was allocated during the math workshop to give students rich math writing tasks which will develop math academic language as well as communication skills. Math unit tests have been aligned with the 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 aides in developing in their native language as well as English.

Students have individual goals in the areas of reading, writing, and math. These goals are identified based on teacher observation, work samples, and pre and post assessments. Students have grade and group goals in the areas of science, social studies, and art.

Teachers have received professional development on differentiated instruction. Teachers continue differentiating instruction based on ability. Now we are expanding by incorporating student interest. Teachers are beginning to provide students with choices and allowing students to work in their preferred 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.

We have an ESL after school program for our first and second grade at- risk students. They are challenged with linguistic and cognitive academic instruction according to their level of English proficiency. Students in our ESL after school program are also part of our extended time.

**B. Extracurricular:** Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Our ELL students are part of our baton, ballet, Art, Dance and Drama and Cook Shop after school programs. The programs are held Tuesday, Wednesdays and alternating Saturdays. Students create scenery and put on performances throughout the school year.

**II. Parent/community:** Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Kindergarten Orientation workshops are scheduled in May for incoming students. Parents are informed of school polices, curriculum, and expectations. Parents receive material to work with their children over the summer to prepare them for school.

ELL Orientations are scheduled throughout the school year to inform parents of the programs we have available in our school. Parents make informed decisions about the placement of the child.

A home/school partnership is established early in the school year. Meet the teacher week is scheduled in September. Teachers share their expectations and curriculum with parents. Parents receive a Weekly Profile Sheet which informs parents of student's performance during the week, reading level and goals. It is also an opportunity for parent teacher communication.

Parent Teacher Conferences and hold over meetings are scheduled to keep parents informed of their child's performance.



We have a parent coordinator who is available to assist parents with any issues or concerns.

Parents receive a Parent Handbook with information about our school.

Monthly Parent Association meetings are held to keep parents informed of events that occur in the school. There is time allotted for questions and answer, this gives parent the opportunity to address any issues or concerns they may have.

There is equal representation of parents on the School leadership Team. All voices are heard and decisions are made with students' academic achievement as the main goal.

We will continue Cook Shop for Parents in our school. This will reinforce the education that students are receiving in the classroom. This will help parents make healthy food choices when preparing meals. Parents will prepare recipes in school and receive supplies to make the recipes at home. This program will run from January to June. 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. Parent representative share concerns any parent may have at this time.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

During the In-Take process parents are asked to complete the Home Language Survey and an interview is conducted. Students who are identified as ELLs are administered the LABR exam. Based on the results of the exam parents are invited to attend a Parent Orientation meeting for English Language Learners. This meeting informs parents of the programs available in our school. Parents select the ELL program they want their child to attend.

Kindergarten orientation workshops are scheduled in May for incoming kindergarten and first grade students new to the school. The workshops provide information on standards, curriculum, expectations, and policies.

IV. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Common grade preps are used for staff development to align the curriculum with the standards Bilingual teachers meet on a weekly basis with their perspective grade, coaches and principal to plan instruction. This provides bilingual teachers the opportunity to plan, discuss issues, techniques, and best practices in order to provide our ELL students with rigorous instruction.

ELL students are a focus in our school, an ESL handbook has been created by teachers and AUSSIE consultants which highlight ESL strategies teachers use when planning for their students.

Teachers along with coaches plan units of study in reading, writing, and math. Teachers are scheduled to view lessons at our lab sites in literacy and math. Lab site lessons are presented by lab site teachers, and classroom teachers. There is time scheduled for pre and post debriefing after demo lessons.

Teachers have received professional development on differentiated instruction. Teachers continue differentiating instruction based on ability. Now we are expanding by incorporating student interest. 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.

Teachers are also receiving professional development on IEPs. Teachers are gaining an understanding of the process, what they mean, and how to do re-evaluations to best meet the needs of our students.

The Cook Shop program is implemented in the kindergarten and second grade bilingual classes, the ESL after school program and in professional development programs (November and June) on a utilized focus on nutrition based training by coaches, making healthy choices, and an AUSSIE consultant.

**Name/type of native language assessments administered (bilingual programs only) Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.**

During the summer teachers planned units of study with the literacy and math coaches which they will incorporate during the school year. Students language proficiency in their native language is assessed through EL SOL. The students are assessed in the areas of reading, writing, speaking and listening. Student levels are based on benchmarks. Students reading is also assessed using the Spanish and Chinese language benchmarks in Spanish. Data is used to plan instruction based on the needs of your students school which are available to ELLs.

The School Based Support Team is scheduled to our school once a week. The team meets with parents of at-risk students and provides support and resources to families.

We have a full time speech teacher which provides mandated services to our ELL students.

Academic Intervention Service teachers are scheduled to work with our ELLs. Teachers push into the classes and work with small group and individual students based on needs. Teachers plan activities based on ECLAS 2, EL SOL, NYSESLAT results and teacher observation.

A library teacher instructs students in the use of library resources. The teacher also reinforces literacy concepts taught by the classroom teacher.

Art, music, drama, percussion, and dance are used to develop language, motivate students, and build self esteem.

Technology is used to reinforce what is taught in the classroom in the areas of literacy, math, science, social studies, and the arts. Students use grade appropriate software and websites to listen to stories, research topics, practice alphabet recognition, decoding, develop number sense.

First and second grade students participate in our School Enrichment Model. The program allows students to select an area of study such as juggling, cooking, basketball, jewelry making, playing the recorder, comic book design, and fencing. Students participate in this activity in four month cycles. A project is completed at the end of each cycle.

Kindergarten ELL students celebrate the Chinese New year. Students learn about the Chinese culture and parade throughout the school to share what they have learned with the rest of the school community.

ELL students participate in the 100<sup>th</sup> Day of School Celebration. Students take part in various activities which explore place value in mathematics. The students share their work with the rest of the student body.

ELL students participate in the Annual Art Festival. Students share various genres of visual art work with parents and school community.

Our International Celebration provides students with the opportunity to learn about various cultures. Classes select a country to study. Students explore the music, dance, food, climate, and customs of the country then share it with the rest of the school.

ELL students participate in the math, science, and social studies fair. The fairs give students the opportunity to share what has been learned throughout the school year. Students create projects and share them through presentations to the school community.

**CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

School Building: 170 District 09

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
2		1	4	1		
						8

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Academic Intervention Services- Teachers are scheduled to work with small groups of students in the classroom to provide additional support to at-risk students.

Literacy and Math Coaches- Coaches are scheduled to provide support to teacher in the areas of literacy and math. They also work with small groups of students to provide additional support.

Kindergarten Paraprofessionals- Paraprofessionals are assigned to kindergarten on a half-day schedule. They provide support during instructional time to students.

Reading Teacher- Our reading teacher pulls students out for small group ability based reading instruction.

## **Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2010-11 (Bilingual)

Bilingual Program Type:  TBE  Dual Language  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 9 School Building: 170 Grade: Kindergarten

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:8:30 To:9:15	Subject (Specify) Social Studies Prep English	Subject (Specify) Morning Routines Native language arts	Subject (Specify) Dance Prep English	Subject (Specify) Morning Routines Native language arts	Subject (Specify) Science Prep English
<b>2</b>	From:9:15 To:10:00	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Science Prep English	Subject (Specify) Reader's Workshop Native language arts
<b>3</b>	From:10:00 To:10:45	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Dance Prep English	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Reader's Workshop Native language arts
<b>4</b>	From:10:45 To:11:35	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>5</b>	From:11:35 To:12:35	Subject (Specify) Writer's Workshop Native language arts	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Writer's Workshop Native language arts	Subject (Specify) Writer's Workshop Native language arts	Subject (Specify) Writer's Workshop Native language arts
<b>6</b>	From:12:35 To:1:20	Subject (Specify) Science Prep English	Subject (Specify) Library English	Subject (Specify) Math Workshop Native language arts	Subject (Specify) Math Workshop Native language arts	Subject (Specify) Math Workshop Native language arts
<b>7</b>	From:1:20 To:2:10	Subject (Specify)Math Workshop Native language arts	Subject (Specify) Math Workshop Native language arts	Subject (Specify) English As a Second Language	Subject (Specify) English As a Second Language	Subject (Specify)English As a Second Language
<b>8</b>	From:2:10 To:2:50	Subject (Specify) English As a Second Language	Subject (Specify) English As a Second Language	Subject (Specify) English As a Second Language	Subject (Specify) English As a Second Language	Subject (Specify) English As a Second Language

# SAMPLE STUDENT SCHEDULE 2010-11 (Bilingual)

Bilingual Program Type:   X   TBE        Dual Language  
 Indicate Proficiency Level:        Beginning   X   Intermediate        Advanced

School District:       9       School Building:      170      Grade:   First Grade  

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:8:30 To:9:15	Subject (Specify) Morning Routines ESL  Reader's Workshop NLA	Subject (Specify) Science English  Morning Routines ESL	Subject (Specify) Morning Routines ESL	Subject (Specify) Morning Routines ESL	Subject (Specify) Dance Prep English
<b>2</b>	From:9:15 To:10:00	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Library Prep English	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Morning Routines ESL  Reader's Workshop Native language arts
<b>3</b>	From:10:00 To:10:45	Subject (Specify) Writer's Workshop Native language arts	Subject (Specify) Writer's Workshop Native language arts	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Science Prep English	Subject (Specify) Reader's Workshop Native language arts
<b>4</b>	From:10:45 To:11:35	Subject (Specify) Math Workshop NLA	Subject (Specify) Dance Prep English	Subject (Specify) Writer's Workshop Native language arts	Subject (Specify) Writer's Workshop Native language arts	Subject (Specify) Writer's Workshop Native language arts
<b>5</b>	From:11:35 To:12:30	Lunch	Lunch	Lunch	Lunch	Lunch
<b>6</b>	From:12:30 To:1:25	Subject (Specify) ESL	Subject (Specify) Math Workshop NLA	Subject (Specify) Math Workshop Native language arts	Subject (Specify) Math Workshop Native language arts	Subject (Specify) Math Workshop Native language arts
<b>7</b>	From:1:25 To:2:10	Subject (Specify) Science Prep English	Subject (Specify) ESL	Subject (Specify) English As a Second Language	Subject (Specify) English Language Arts	Subject (Specify) English Language Arts
<b>8</b>	From:2:10 To:2:50	Subject (Specify) English Language Arts	Subject (Specify) English Language Arts	Subject (Specify) English Language Arts	Subject (Specify) Science NLA	Subject (Specify) English Language Arts

# SAMPLE STUDENT SCHEDULE 2010-11 (Bilingual)

Bilingual Program Type:   X   TBE        Dual Language  
 Indicate Proficiency Level:        Beginning        Intermediate   X   Advanced

School District:        9 School Building:        170 Grade:        Second Grade

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:8:30 To:9:15	Subject (Specify) Morning Routines ESL  Reader's Workshop NLA	Subject (Specify) Morning Routines ESL  Reader's Workshop Native language arts	Subject (Specify) Morning Routines ESL  Reader's Workshop Native language arts	Subject (Specify) Science Prep English	Subject (Specify) Dance Prep English
<b>2</b>	From:9:15 To:10:00	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Reader's Workshop Native language arts	Subject (Specify) Library English
<b>3</b>	From:10:00 To:10:45	Subject (Specify) Writer's Workshop Native language arts	Subject (Specify) Writer's Workshop Native language arts	Subject (Specify) Writer's Workshop Native language arts	Subject (Specify) Writer's Workshop NLA	Subject (Specify) Morning Routines ESL  English Language Arts
<b>4</b>	From:10:45 To:11:35	Subject (Specify) Math Workshop NLA	Subject (Specify) Science Prep English	Subject (Specify) Dance Prep English	Subject (Specify) Math Workshop Native language arts	Subject (Specify) English Language Arts
<b>5</b>	From:11:35 To:12:35	Subject (specify) Dance Prep English	Subject (specify) Math Workshop NLA	Subject (specify) Math Workshop NLA	English Language Arts	Reader's Workshop NLA
<b>6</b>	From:12:35 To:1:25	Lunch	Lunch	Lunch	Lunch	Lunch
<b>7</b>	From:1:25 To:2:10	Subject (Specify) English Language Arts	Subject (Specify) English Language Arts	Subject (Specify) English Language Arts	Subject (Specify) Social Studies English	Subject (Specify) Science English
<b>8</b>	From:2:10 To:2:50	Subject (Specify) English Language Arts	Subject (Specify) Social Studies ESL	Subject (Specify) English Language Arts	Subject (Specify) Science ESL	Subject (Specify) Writer's Workshop NLA



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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Grade Level(s) K-2      Number of Students to be Served: 66    LEP             Non-LEP           
Number of Teachers 3      Other Staff (Specify) 4 ESL teachers

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**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Public School 170 a Kindergarten to second grade school, serves 8 first grade ELL students and 9 second grade ELL students in our English as a Second Language after school program. One certified bilingual teacher will work with the 9 second grade students and one common branch certified teacher will work with the 8 first grade students. The language of instruction is English. The program will provide rich learning experiences which increase student acquisition of the English language. The materials selected will assist ELLs in meeting the New York State Standards in the areas of reading, writing, listening, and speaking. The program will target ELLs who scored at the beginning and intermediate levels on the Spring 2009 NYSESLAT exam. We will purchase portions of Carousel of Ideas and Reach, which comprehensive language development programs which integrates reading, listening, speaking, and writing. The programs prepare students for success in mainstream academic classes. Technology is also incorporated into the after school program. Student listen to stories online, use various websites to reinforce word work skills, research topics for projects, and type writing pieces. This will improve student performance on the NYSESLAT exam, running records, and ECLAS 2. The program will be held on Tuesday and Wednesday from 3:45-5:15, from October to May.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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We use every opportunity to train teachers in developing strategies to improve instruction and enhance learning. City wide professional development days (November and June) are utilized for site based training by coaches, CEI personnel, and an AUSSIE consultant. Common grade preps are used for staff development to align the curriculum with the standards. Teachers are scheduled by grade to analyze assessments, plan, and set goals for students. This is done with the principal and coaches on a monthly basis (September to June) in the areas of literacy and math. During the summer teachers planned units of study with the literacy and math coaches which they will incorporate during the school year.

ELL students are a focus in our school, an ESL handbook has been created by teachers and AUSSIE consultants which highlight ESL strategies teachers use when planning for their students.

Lab sites have been identified in literacy and math. Our bilingual lead teacher is designated as the bilingual lab site. Teachers are scheduled to visit the sites and observe lessons. Time is allocated for pre and post debriefing.

We have a Collaborative Team Teaching (CTT) Class, in kindergarten, first grade, and second grade. Professional development will be scheduled throughout the school year to provide support and teaching strategies to increase student performance in acquiring the English language and meeting their IEP goals.

The Title III professional development allocation will be used to hire a technology AUSSIE to provide technology training to our Title III teachers. The goals of these sessions are as follows.

- Teachers will research and archive grade appropriate student websites for use in after school
- Teachers will continue work on incorporating technology to enhance units of study
- Teachers will assign students individual email addresses through PS170.org our school website to learn to communicate via the web

To implement our Language Allocation Policy, we provide professional development to monolingual, special education, and bilingual teachers. In the Fall, teachers receive a copy of the NYSELAT scores and identify student needs and proficiency levels. During planning sessions with coaches and principal, strategies are discussed within the four modalities that teachers would use to address the needs of individual students.

Bilingual, monolingual, and special education teachers who provide services to ELLs have received professional development on differentiated instruction and learning styles. Teachers are currently differentiating instruction based on ability. Now we are expanding by

incorporating student interest. 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.

### **Description of Parent and Community Participation**

Kindergarten orientation workshops are scheduled in May for incoming kindergarten and first grade students new to the school. The workshops provide information on standards, curriculum, expectations, and policies. Parents receive a packet of materials and resources they can use at home to prepare their children for Kindergarten and first grade.

We will continue implementing Cook Shop for Parents to our school. This will reinforce the education that students are receiving in the classroom. This will help parents make healthy food choices when preparing meals. Parent will prepare recipes in school and receive supplies to make the recipes at home. This program will run from January to June. Morrisania Diaognotics and Treatment Center is providing health workshops in February on hypertension. 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. Parent representative share concerns any parent may have at this time.

All parental involvement activities are at no cost to Title III.

**Section III. Title III Budget**

School: PS 170 BEDS Code: 320900010170

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$7,684	Teacher per session for ESL After School Program (direct instruction) 2 Teachers @ 61 days @ 1.5 hours a total of 183 hours @ \$41.98 \$7684  TitleIII LEP \$3,542 Title III Immigrant \$4,042
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$2,500	Professional Development- AUSSIE consultant 2 days Provide professional development to teachers who work with ELLS in the area of technology  Title III Immigrant \$2,300
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,817	Carousel of Ideas and Reach ESL Programs- comprehensive language development programs which integrates reading, listening, speaking, and writing  Title III \$5,116
<b>Educational Software (Object Code 199)</b>		

<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Language translation and interpretation data is collected through a review of the home language surveys and interaction with parents when they come to register their children. A bilingual (Spanish) parent coordinator and school secretary are available to address the translation needs of parents. We have a teacher and paraprofessional who signs and communicate with hearing impaired parents. When necessary we reach out to agencies for translation in other languages.

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

We have a high percentage of Hispanic families in our school. We have a small percentage of families who speak various African dialects and one parent who needs sign language.

The school community has been informed during School Leadership Team meeting and parent association meeting. Translation occurs at these events.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - a. We have in house staff to translate correspondence. All parent letters are translated into Spanish to assure parents are informed of school events.
  - b. Report cards comments are written in Spanish.
  - c. We utilize the Board of Education website to attain translated forms in various languages.
  - d. We obtain the services of agencies for translation in other languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
  - a. Translation is available at all parent events (workshops, parent teacher conferences, hold-over meetings, art workshops, Learning Leaders training, workshops, and performances)
  - b. Staff is available to assist parents with translation
  - c. We reach out to the school based support team to research agencies that can serve as interpreters at meetings
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Many of our staff members are bilingual and serve as interpreters. We also reach out to agencies to provide translations services for our parents.



**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	212,139	85,631	297,770
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,121	856	2,977
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,607	*	
4. Enter the anticipated 10% set-aside for Professional Development:	21,214	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:    95%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We had one teacher that is not highly qualified. She is taking courses to fulfill her requirements.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **I. General Expectations**

Public School 170 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Public School 170 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Parents will be part of the decision making process through participation in School Leadership Team and parent meetings
  - There is open communication between principal, parent coordinator and parents
2. Public School 170 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parents are part of the school review process through their participation in the School Leadership Team and parent meetings
  - The parent coordinator is available to address any issues and concerns
  - Parents will participate in the Quality Review process
3. Public School 170 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Workshops will be held addressing curriculum and parenting skills
  - Presenters will be invited to inform parents of resources available to them in the community and based on parental needs/requests
  - The School Based Support Team will meet with parents to address the needs of their children
  - ARIS Parent Link liaisons provide support to parent with ARIS
  - Parents will be given resources they can use to help their children
4. Public School 170 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
  - Learning Leaders and parent workshops
  - Parents will be trained by the Board of Education as Learning Leaders. Parents will learn strategies to work with students in the classroom
  - Parents will attend workshops. These workshops provide parents with parenting skills, discuss concerns that parents may encounter, and provide resources for assistance

5. Public School 170 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
- Parents will receive surveys to give feedback on parental involvement activities at the end of the workshop
  - Parents will be given the opportunity to select topics of interest for future workshops
  - Parents will complete the Environmental Survey

The parent coordinator will review surveys and set an agenda for parent meeting. Results will be discussed during a School Leadership Team meeting. The parent coordinator will contact agencies to schedule workshops.

6. Public School 170 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators

This will be accomplished through:

- English Language Learner, Math, and Kindergarten Orientations
- Learning Leaders Program
- Parent workshops
- Meet the Teacher Week
- Parent Teacher Conferences
- School/Home Communication
- School Leadership and Parent meetings
- Regional parent workshops and meetings
- Hold over meetings
- Instructional Support Team meetings
- Weekly Student Profile Sheets
- ARIS Parent Link liaisons

- b. The school will provide materials and training to help parents work with their children to improve their child’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Workshops- Learning Leaders, Parent Association
  - Holder over meetings
  - Communication with principal
  - Parent Coordinator support
  - Parent Teacher Conferences and other parent/teacher meetings
  - Instructional Support Team meetings
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - Open lines of communication between administration, teachers, and parents
  - Involvement of parent in school activities- performances, trips celebrations, volunteers in classrooms, staff recognition, parent recognition
  - Profile Sheets
- Principal will provide support during teacher/parent meetings
  - Translators are available during meeting
  - Teachers select two prep periods for parent meetings.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - Letters are sent to parents in both English and Spanish
  - Letters are made into posters are displayed outside the school
  - Notices are posted on parent bulletin board
  - Communication through phone calls
  - Communication through parent coordinator
  - Translation is available at parent meetings and school functions
  - Forms are attained from the Board of Education website in various languages

**III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team members. This policy was adopted by the Public School 170 on October 7, 2010 and will be in effect for the period of September 2010-June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 29 , 2010.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

#### **Required School-Parent Compact Provisions**

##### School Responsibilities

Public School 170 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

Ongoing professional development will be scheduled to support teachers to effectively create a learning environment that will result in student achievement. Classroom teachers attend summer planning to plan units of study in literacy, math, science, and dance. Common planning sessions are held weekly to debrief, plan lessons, and discuss student performance with the principal and coaches. Lab sites have been identified and teachers are scheduled to observe lessons based on teacher request. The New York State standards are used during the planning time to align the standards to the curriculum. An AUSSIE consultant will provide professional development in technology to enrich the instructional day. The Ranzolli model is being implemented to differentiate learning for all students.

The principal conducts classroom visits and observations to monitor the implementation of professional development.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent teacher conferences are held twice a year, in November and March as per city calendar. During this time the teacher and parent will discuss individual student performance and how the parent can support their child at home.

Hold-over meetings are scheduled in January for at-risk students. Parents receive a work packet to help their child at home.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents receive a weekly profile sheet to keep them informed of student academic goals, performance, and behavior. Teachers have scheduled two prep periods a week to communicate with parents.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers designate two prep periods a week to communicate or meet with parents as needed. Teachers may schedule parent meetings before or after school to accommodate working parents. Arrangements are made if parents cannot attend the designated times.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

During parent meetings, workshop and communication with principal, parents are invited to volunteer in the school. Parents are also invited to participate in the Learning Leaders program. The principal assigns parent volunteers to assist in the classroom, lunchroom, and office. Teachers also invite parents to attend trips and other classroom events.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

The School Leadership Team has 50% parent membership. The School Leadership Team meets frequently to discuss any issues or concerns that may arise. The minutes are available for review and are shared at parent meetings. Parent programs are discussed and coordinated at these meetings.

7. Involve parents in the joint development of any Schoolwide Program Plan (for SWP schools), in an organized, ongoing, and timely way.

The School Leadership Team has equal representation of parents and staff. The School Leadership Team meets frequently to discuss any issues or concerns that may arise. Programs are discussed and modifications are made when necessary. The minutes are available for review and are shared at parent meetings.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

Parent meetings are held monthly, alternating between morning and evening. Election for Title I representative and an alternate will be held during a Parent Association meeting. The 1% Title I allocation and expenditure will be discussed.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Parents will receive information verbally as well as written in their language. We will continue to use in house staff and agencies for parents who speak other languages and are hearing impaired.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

Parents are informed during School Leadership Team and parent meetings. Parents are also informed during parent teacher conferences, open school week, at workshops, and individual meetings.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Parents have ongoing communication with the principal and parent coordinator. Parents inform administration of any concerns or requests. The issues are discussed at School Leadership team meetings and arrangements are made to address the needs of the parents. There is also a suggestion box at parent meetings where parents can submit any concerns or ideas.



12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parents are made aware of teacher certification as needed.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Attend parent meeting
- Attend Parent Teacher Conferences and Open School Week

### **Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do our homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
PARENT(S)

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**Math Needs Assessment Based on Baseline exam administered September 2010**

**Kindergarten**

Students need to develop:

TEMPLATE - MAY 2010

- One to one correspondence
- Understand concept of first and last
- Recognize and extend patterns
- Counting 1-10
- Identifying numbers 0-9
- Recognizing directional terms
- Counting forward and backwards
- Identifying two dimensional shapes

- Writing numbers
- Represent a given number

### **First Grade**

Students need to develop:

- Comparing numbers
- Simple subtraction
- Counting by 2s
- Writing numbers to 20
- Solving number stories addition/subtraction
- Telling and writing time to the hour
- Place value
- Recognizing values of coins
- Coin combinations to \$.25

### **Second Grade**

Students need to develop:

- Complete a number grid
- Multiple names for numbers
- Simple subtraction
- Subtraction with regrouping
- Repeated addition
- Ordering numbers
- Place value
- Subtraction number story
- Addition number story

- Coin combinations to \$1.00
- Count money
- Measure to the nearest inch and centimeter
- Tell time to five minute intervals and half hour
- Units of time- minutes, hours, days and months
- Bar and pictographs

### **Reading based on June 2010 Running Records**

At the time the CEP was due teachers had not finished baseline running records

Kindergarten benchmark for June 2010 is a Level D

- 83 % of our kindergarten monolingual students met the goal. The students that did not meet this goal (17%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.
- 26% of our ELL students met the benchmark in English. The students that did not meet this goal (74%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. This is a CTT class.
- 0% of our kindergarten bilingual students met the benchmark in Spanish. The students that did not meet this goal (100%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. This is a CTT class.

First grade benchmark for June 2010 is a Level J

- 96% of our first grade monolingual students met the goal. The students that did not meet this goal (4%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.
- 85% of our first grade ELL students met the benchmark in English. The students that did not meet this goal (15%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.
- 60% of our first grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (40%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.

Second grade benchmark for June 2010 is a Level N

Since our school is Kindergarten to second grade these students are no longer in our school and have gone on to our feeder school.

- 75% of our second grade monolingual students met the goal. The students that did not meet this goal (25%) should receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards in their new school.
- 75% of our second grade ELL students met the benchmark in English. The students that did not meet this goal (25%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards in their new school.

- 44%\* of our second grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (56%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards in their new school.

\*33% of the students moved three levels and two students were new arrivals into the country and were held over.

## **Writing Needs Assessment Based on September 2010 Baselines**

### **Kindergarten**

Students need to develop:

- Writing first and last name
- Drawing recognizable figures
- Draw the Where in setting in a picture
- Label illustrations- initial and ending sound
- Planning simple sentences across fingers
- Use resources

### **First Grade**

Students need to develop:

- Writing first and last name
- Build stamina
- Write a sentence with a who and a what
- Plan sentences across fingers
- Labeling- initial and ending sound
- Use resources
- Edit using resources
- Include beginning , middle , and end in a story
- Select one topic and expand on the idea

We have some first grade students who did very well on the first grade baseline. The needs of these students will be met by focusing on the following learning targets:

- Verb tenses
- Include more details in their writing, expanding on small moments
- Dialogue

## **Second Grade**

Students need to develop:

- Spacing
- Including a when, why, and a where in their writing
- Using resources
- Mechanics
- Structure
- Stamina
- Transition words
- Expand on topic

We have some second grade students who did very well on the second grade baseline. The needs of these students will be met by focusing on the following learning targets:

- Using more sophisticated language
- Voice
- Sentence variation
- Reinforcing punctuation and capitalization

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- Teacher will identify the needs of the students and plan lessons to address their needs.
- Teachers will use ongoing assessment to monitor growth and needs.
- Teachers will be provided with intensive professional development to improve instruction in the classroom using research based strategies and techniques.
- Teacher will align lessons with the standards to assure that standards are being met.
- Teachers work collaboratively to assure consistency throughout and across the grades.
- Maintain open lines of communication between the home and school.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

After school and extended time provides at-risk and holdover students with additional instructional support in the areas of reading and math. Students participate in literacy and math learning experiences. There is a focus on using technology to enhance learning. Students who scored Level 1 and 2 on ECLAS 2 and hold-over are given priority.

Academic Intervention teachers push into classes to provide more individualized instruction to students. AIS teachers work with individual or small groups of students throughout the day.

A reading teacher is assigned to work with at-risk students in the area of reading. The students are grouped according to reading ability and receive 45 minutes of focused instruction. The students are removed from the program when they reach 90% reading accuracy. Students are placed in the program based on ECLAS 2 results and teacher recommendation.

The Renzulli model is implemented in various units of study to differentiate instruction for all students.

Our Title III ESL program provides our ELL students with additional instruction in English. Students are placed in the program based on teacher recommendation, NYSELAT, ECLAS 2, and EL SOL results.

All of our students were involved in our Inquiry teams. The teams created action plans to implement focusing on inferencing. The strategies that were found to be successful were embedded in our curriculum during summer planning.

Our at-risk and accelerated students attend our Art and Drama, ballet, and baton after school programs. These programs provide students the opportunity to extend on their learning. This builds students' language, motor coordination, and self esteem. Students put on performances, where they have to learn scripts, create scenery, act, sing and dance.

Our SEM program includes all first and second grade classes. Students attend a 45 minute weekly session. Students participate in jewelry making, fencing, cooking, sports, yoga, graphic design, dance, Spanish, juggling, and music. This exposes students to different learning experiences based on

their learning style. The students select which activity they want to participate in, which gives them freedom of choice. The program enables students to discover special talents.

We have a partnership with Marquis Studio an art agency. Kindergarten, first and second grade students participate in percussion, music, and drama. Art is used as a vehicle to build listening, language, and motivate students to read and write. The percussion session is 13 weeks for first and second grade students. All students Kindergarten through second receive a full year of music. Kindergarten and first grade classes receive theatre.

Student Buddies are assigned to students who are at-risk. Teachers spend time with students discussing students concerns and giving them individual attention. A relationship is formed where trust is built.

The Instructional Support Team meets as needed to discuss and create plans for students who are at-risk. Meetings are scheduled with parents to discuss concerns and to provide support, when appropriate parents are referred to outside agencies.

### 3. Instruction by highly qualified staff.

- a. Teachers with three or more years teaching experience will work with holdovers
- b. Teachers are familiar with fundamental aspects of early childhood education and literacy
- c. Teachers maintain a professional support network and possess professional will
- d. Teachers participate in long-term professional development concentrating on the standards and research based strategies that are proven to be effective
  
- e. Teachers are supplied with materials to support the learning process
- f. Teachers have the ability to relate and keep an open line of communication between school and home
- g. Teachers will immerse ELL students in the English language through intensive small group and individual instruction using ESL strategies
- h. Teachers will address the needs of students with disability in order to meet their IEP goals
- i. Teachers will incorporate technology into their lessons

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We are aware of the conditions needed for teachers to grow as professionals, time is scheduled to collaborate and share experiences with support from instructional leaders while empowering teachers. PS 170 is committed to provide on going professional development that helps increase student achievement. There are on-going professional development activities for principal, teachers, non-pedagogues, and parents.

Summer curriculum planning sessions are held in July. Teachers plan units of study in the areas of literacy and math. They also incorporate other content areas to make sure learning is aligned and consistent throughout the classes and grades.



Teachers receive support from the principal, coaches, and AUSSIE. Our coaches conduct workshops, model lessons, co-teach emphasizing best teaching practices. Teachers receive individual feedback regarding instructional practices. Professional development sessions are scheduled to assist teachers in planning and developing standards based activities. The citywide professional development calendar is followed and coordinated by the administration with assistance of the coaches.

Lab sites have been identified in the areas of literacy and math. Teachers present demo lessons to share best teaching practices with their colleagues. Intervisitations are also scheduled based on individual teacher needs or teacher request.

The principal and coaches hold planning sessions. During this time work is analyzed and learning goals are identified for students. Teachers also share and discuss lessons and modifications based on their student population

To build capacity teachers who have special talents or knowledge are asked to prepare and present workshops to their colleagues. This has proven to be very effective. There is wealth of knowledge within our own staff and the resources are already in our building.

### **Cohort Support**

- Analyzing student work and setting learning goals
- Paraprofessionals receive in-house and citywide professional development
- Opportunity is given to attend seminars provided by private consultants and DOE
- Articulation between coaches/teachers and principal/teachers
- Observation results will be used for instructional support
- Lab sites and inter-visitations deepen understanding of the implementation of programs and initiatives

Parents play a vital role in the academic achievement of students. Parents attend workshops to gain knowledge in parenting skills and dealing with family issues. Our parent coordinator reaches out to agencies to present workshops at our parent meetings which inform parents of the resources available to them. Parent volunteers are trained by the Board of Education and become learning Leaders.

### **5. Strategies to attract high-quality highly qualified teachers to high-need schools.**

In order to attract highly qualified teachers the principal reaches out to mentors and other principals to recruit teachers. Teacher qualification begins with an interview process where the team (Principal and School Leadership Team) shares the philosophy and educational goals with the candidate. Questions are asked to evaluate teacher competency. If a consensus is reached, the teacher is asked to plan and present a lesson. The observation must result in a satisfactory rating. The Principal makes the final decision.

6. Strategies to increase parental involvement through means such as family literacy services.

Workshops are scheduled throughout the school year. These workshops provide parents with strategies to help their children become successful. There is discussion where parents share what they do at home. The presenter provides feedback and suggestions to strengthen and support what the parent is already providing.

ELL Orientation is scheduled early in the year to inform parents of the ESL programs we have available in our school. Parents make an informed decision about the placement of the child.

Kindergarten orientation workshops are scheduled in May for incoming kindergarten and first grade students new to the school. The workshop provides information on standards, curriculum, school expectations, and policies.

Meet the teacher week is scheduled in September or early October. The teachers introduce themselves, expectations, policies, and curriculum with parents.

We have a full time parent coordinator which is available to assist parents with any issues or concerns.

The principal has an open door policy and is available to meet with parents at their request.

Teacher designate two prep periods a week where they are available to meet with parents.

Parents receive a parent handbook with information about the school.

There is equal representation of staff and parents on the School leadership Team. All voices are heard and a decision is made with students' academic achievement as the main goal.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

We share our building with a daycare. There is ongoing communication between the principal and director of the daycare. Daycare students who will attend our school are given a tour of the school.

When school begins in September parents are permitted to stay with their children during the first two days of school. This will ease anxiety in the new setting.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are provided with professional development on the use of academic assessments. During planning session teachers use their assessments to plan lessons which meet the needs of the students. Teachers group their children during center activities, guided writing, guided reading, and word work based on the results of student assessment.

In the area of math teachers took part in creating standards based assessments. This gives the teacher a clear focus as to what needs to be taught. Writing tasks have also been created to prepare children for the extended responses in future exams.

All assessments are analyzed and used to plan differentiated instruction based on data. Assessment data is used to place students in after school programs and our reading program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

ECLAS 2, EL SOL, writing and math baseline exams are given in September. These assessments are used to plan instruction and to place students in our extended time and after school programs. Students are also assessed throughout the school year with math unit exams, math section checklist, running records, teacher observation to track progress and assure that instruction is meeting the needs of our students. Baseline lines are re-administered in January and May to track students progress throughout the year.

Our level one and two students participate in our reading program during the school day. Students receive 45 minutes of focused reading instruction based on reading strategies. Students are grouped according to their level and move from group to group based on ability. The reading teacher and classroom teachers articulate to assure consistency of instruction.

AIS teachers push into the classroom and provide individual and small group instruction to address the needs of students not making adequate progress.

Level one and two students also attend our extended time and after school program. This provides additional instructional time for students.

At-risk first and second grade students participate in our SEM program. Academic skills are embedded in activities such as cooking, sports, music, Spanish, juggling, graphic design, yoga, fencing, and nutrition. Students select their activity and create an authentic product to share with their classmates.

The Cookshop program is being implemented by six teachers. This program develops language and academic skills through cooking. Students will learn about making healthy food choices and follow recipes with these foods.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Cookshop will be implemented by six teachers. This program exposes children to nutritious fruits and vegetables locally grown. Student will learn to make nutritional food choices and follow recipes that incorporate these foods.

We use resources within our school community to address the social and emotional needs of our at-risk and holdover students.

- We continue to refer parent to Child Health plus to register students who do not have health care coverage
- The New York City Board of Health screens our first grade student vision and hearing
- Parent are made aware of the services provided by Dial-a-Teacher
- Kindergarten student go the New York Public library and get acquainted with the resources available in the library. They are also given applications for library cards.

Through various grants we are able to provide students with a wide range of art (percussion, music, and drama) experiences. Teachers work with artists to use art as a vehicle to develop listening, speaking, reading and writing skills of our students.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$189,250	X	School goals 11-20
Title I, Part A (ARRA)	Federal	X			\$84,775	X	School goals 11-20
Title II, Part A	Federal	X			\$200,507	X	School goals 11-20
Title III, Part A	Federal	X			\$15,000	X	School goals 11-20
Title IV	Federal			X			
IDEA	Federal	X			\$48,984	X	School goals 11-20
Tax Levy	Local	X			\$1,594,024	X	School goals 11-20

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

- 
- **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.
  - **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
  - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.



**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have 3 students in temporary housing who attend our school. These students receive small group academic intervention services. Based on individual student needs these students may be pulled out for an Early Reading Success Intervention Program.

2. Please describe the services you are planning to provide to the STH population.

We also have an excellent parent coordinator who is a vital part of our community. She directs these parents to services available in the community such as, food banks, church organizations, medical and other available resources.

The students who currently live in shelters attend extended day services as well as the academic after-school program. Students participate in literacy and math learning experiences. There is a focus on using technology to enhance learning.

Academic Intervention teachers push into classes to provide more individualized instruction to students. AIS teachers work with individual or small groups of students throughout the day.

The students participate in our SEM program. Students attend a 45 minute weekly session. Students participate in jewelry making, gardening, cooking, sports, yoga, graphic design, dance, juggling, Spanish, and music. This exposes students to different learning experiences based on their learning style. The students select which activity they want to participate in, which gives them freedom of choice. The program enables students to discover special talents.

Two of the students participate in the Cookshop program. This program exposes students to health foods and how to make better decisions about the foods they eat. Students explore fruits and vegetables and the follow a recipe which includes the produce they studied.

We have a partnership with Marquis Studio an art agency. The students participate in percussion, music, and drama. Art is used as a vehicle to build listening, language, and motivate students to read and write. The percussion session is 13 weeks for first and second grade students. All students Kindergarten through second receive a full year of music. Kindergarten and first grade students receive drama.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 170						
<b>District:</b>	9	<b>DBN:</b>	09X170	<b>School</b>		320900010170	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11
	K	v	4		8		12
	1	v	5		9		Ungraded
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	80	77	80				
Grade 1	95	82	77				
Grade 2	78	75	75				
Grade 3	0	0	0	<b>Student Stability - % of Enrollment:</b>	2007-08	2008-09	2009-10
Grade 4	0	0	0	(As of June 30)	97.5	94.2	91.3
Grade 5	0	0	0				
Grade 6	0	0	0	<b>Poverty Rate - % of Enrollment:</b>	2008-09	2009-10	2010-11
Grade 7	0	0	0	(As of October 31)	81.0	89.3	89.3
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>	2007-08	2008-09	2009-10
Grade 10	0	0	0	(As of June 30)	3	13	8
Grade 11	0	0	0				
Grade 12	0	0	0	<b>Recent Immigrants - Total Number:</b>	2007-08	2008-09	2009-10
Ungraded	0	0	0	(As of October 31)	1	5	4
<b>Total</b>	<b>253</b>	<b>234</b>	<b>232</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	9	18	23	Superintendent Suspensions	0	0	0
Number all others	10	8	12				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	50	50	TBD	Number of Teachers	18	22	22
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	2
# receiving ESL services only	14	19	TBD				
# ELLs with IEPs	0	17	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	1	0	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	90.9
				% more than 2 years teaching in this school	72.2	63.6	72.7
				% more than 5 years teaching anywhere	50.0	63.6	63.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	73.0	86.4
American Indian or Alaska Native	0.4	0.4	1.3	% core classes taught by "highly qualified" teachers	84.2	95.2	92.3
Black or African American	24.5	21.4	24.1				
Hispanic or Latino	70.4	71.4	72.0				
Asian or Native Hawaiian/Other Pacific	1.6	1.3	2.2				
White	0.4	0.0	0.4				
<b>Male</b>	49.0	50.0	50.0				
<b>Female</b>	51.0	50.0	50.0				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:		Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v					
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>3</b>	<b>3</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	37.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	13.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	9.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 534</b>	District <b>09</b>	School Number <b>170</b>	School Name <b>The Esteban Vicente School</b>
Principal <b>Nancy Ramos</b>		Assistant Principal <b>N/A</b>	
Coach <b>Lisa Velazquez</b>		Coach <b>Sonia Acevedo Suarez</b>	
Teacher/Subject Area <b>Lisette Siva/Bi-Lingual 2<sup>nd</sup> Grade</b>		Guidance Counselor <b>N/A</b>	
Teacher/Subject Area <b>Paula Ramirez/K Special Ed</b>		Parent <b>Johanny Rodriguez</b>	
Teacher/Subject Area <b>Erica LeRea</b>		Parent Coordinator <b>Maritza Zapata</b>	
Related Service Provider <b>Sandra Corro-Moy</b>		Other <b>N/A</b>	
Network Leader <b>Ben Waxman</b>		Other <b>N/A</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>0</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>5</b>

### C. School Demographics

Total Number of Students in School	<b>232</b>	Total Number of ELLs	<b>68</b>	ELLs as Share of Total Student Population (%)	<b>29.31%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)



4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

2. Based on the results of the exam, parents are invited to attend a Parent Orientation meeting for ELLs. In September, parents are shown the video description of the three program choices. The Literacy Coach/Bi-lingual Coordinator and Parent Coordinator work together at this orientation to ensure parents understand the three program choices. Parents are informed of the programs available in our school. Parents then select the ELL program they want their child to attend. A list of schools that house the programs not provided in our school is also available for parents. ELL Orientation is conducted by the Literacy Coach/Bi-Lingual Coordinator and Parent Coordinator as needed throughout the year for new entitled registrants.

3. In September within the first 10 days of school, parent selection forms, entitlement letters, non entitlement letters and continuation of service letters are sent home. Parent selection forms are also provided at the parent orientation for those who have not returned forms or would like help completeting the form. Copies of all forms are kept in the ELL binder by the Literacy Coach/Bi-lingual coordinator. The trend in parent choice letters is the transitional bilingual program. This program is offered in our school.

As the Literacy Coach/Bi-lingual coordinator recieves 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 Corrdinator. 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/Bi-lingual coordinator collaborate to retrieve the Program Selection Form at this conference. The classroom teacher and Parent Coordinator are given a list of student names. As the parents of these students arrive for the conference, the Literacy Coach/Bi-lingual Coordinator is alerted and attends the PTC with a new Program Selection Form to ensure the form is completed at that time.

4. During the In-Take process parents are asked to complete the Home Language Survey (HLS). An interview is also conducted by the literacy coach/bilingual coordinator who is a certified teacher and has received training. Recommended sample questions received at the CFN #534 ELL Monthly Meetings during the 2009-2010 are used during the interview process. Responses are also kept in the ELL Binder by the Literacy Coach/Bi-lingual Coordinator. The interview is conducted in the native language of the parents when possible. Based on the home language survey any student whose HLS has two or more boxes checked that indicate a second language is spoken at home is administered the LAB-R. The exam is administered by the literacy coach/bi-lingual coordinator. Based on these results and the Program Selection Form, the child is either entitled and placed into a bilingual class or receives English As a Second Language services ESL( Cut off score). Based on the results of the 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. Parents are informed of the programs available in our school. Parents then select the ELL program they want their child to attend. A list of schools that house the programs not provided in our school is available for parents. In September, parent selection forms, 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.

5. The trend in parent choice letters is the transitional bilingual program. This program is offered in our school.

6. 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 III: ELL Demographics



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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>13</b>	<b>22</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>51</b>

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	3											14
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
<b>TOTAL</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
    - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
  2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
  3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
  4. How do you differentiate instruction for ELL subgroups?
    - a. Describe your instructional plan for SIFE.
    - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    - c. Describe your plan for ELLs receiving service 4 to 6 years.
    - d. Describe your plan for Long-Term ELLs (completed 6 years).
    - e. Describe your plan for ELLs identified as having special needs.
1. We have a (TBE) bilingual kindergarten, first and second grade CTT class. Cluster teachers provide ESL to kindergarten and first grade ELL students through social studies, science, dance, and art based on their proficiency level. We also have an ESL pull out model for second grade students who are in monolingual classes and are mandated to receive ESL services. These students are scheduled to receive ESL instruction from a bilingual teacher during her scheduled ESL time.

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

2. Teachers create program cards in September with the Coaches and the Bilingual Coordinator's assistance. Program cards are reviewed to ensure students are receiving the mandated number of instructional minutes. The principal keeps a copy of all program cards in the main office.

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

Students who are in the beginner level receive:

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

Students who are in the intermediate level receive:

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

Students who are in the advanced level receive:

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

## Dance/Music

3. The New York State literacy, math and science curriculum have been followed to ensure that our children are meeting the standards when they leave our school. Using the balanced literacy approach teachers implemented units of study in reading and writing. A two and a half hour literacy block has been established, which includes read aloud, shared, guided, independent reading, word work, and writer's workshop. All classes are heterogeneously grouped, students remain in their classrooms.

In mathematics, the bilingual students are working with Everyday Math in Spanish. This program is a hands-on reality based approach to math. This is done during the math workshop. All students kindergarten students assessed with quarterly checklists, first and second grade students are assessed with unit tests, teacher made tests, and teacher observation. An emphasis was placed on writing in the math content area. Time was allocated during the math workshop to give students rich math writing tasks which will develop math academic language as well as communication skills. Math unit tests are aligned with the standards in order to appropriately assess our students.

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

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

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

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

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

Academic language is 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 picture walks, accountable talk, turn and talk, total physical responses, and group work, students are given the opportunity to use academic language in context. The "share" portion of the workshop model gives students the opportunity to reflect on learning and articulate what they learned.

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

Technology is an integral part of our instructional day and is incorporated in all content areas. Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding. Students also practice math concepts using the EDM games and various websites. This year monolingual, bilingual, and special education teachers who provide services to ELLs will continue to receive professional development from a technology AUSSIE. He will assist us in furthering our knowledge, technology goals, and challenging our students and teachers. Professional development will include: enhance our school website, created last year, researching grade appropriate website sites for student use, continue work with google docs to update assessments and curriculum, and assign students individual email addresses through PS170.org our school website to learn to communicate via the web.

During the summer teachers planned units of study with the literacy and math coaches which they will incorporate during the school year.

These units contain teaching points that they will incorporate during the school year. This helps support the transition of ELLs from one school proficiency level to another. The school community shares expectations and benchmarks. This gives the school community a clear understanding of entry and exit levels as well as consistency in routines and instruction.

First and second grade ELLs participate in our School Enrichment Model. This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, graphic design, and technology. The language of instruction is English.

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

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

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

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

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

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

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

4. Since we are a Kindergarten to second grade school, all of our students are considered newcomers. We do not have SIFE or long term ELLs. Academic Intervention Service teachers are scheduled to work with our ELLs. Teachers differentiate lessons to meet the needs of students. Students work in small groups during centers and for guided reading. Students may be grouped according to proficiency level, reading level, skill needs, interest, or learning style.

Bilingual teachers attend planning sessions where the curriculum is discussed and modified to meet ELL student needs. Bilingual teachers participate in lab site visits and inter visitations as well as demo lessons from coaches and their colleagues. Bilingual, monolingual, and special education teachers who provide services to ELLs have also received professional development on differentiated instruction and learning styles. Teachers will continue to receive professional development in this area from CEI Support Staff. 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 professional development as evidenced in teacher observations and lesson plans.

Academic Intervention Service teachers provide small group and individualized instruction to our at-risk ELL students. These small groups also include any holdover students who may be receiving services for four (4) years. Para professionals are assigned to Kindergarten to assist in providing ELL students with more individualized instruction.

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

First and second grade ELLs participate in our School Enrichment Model. This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, graphic design, and technology.

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

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

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

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

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

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 picture walks, accountable talk, turn and talk, total physical responses, and group work, students are given the opportunity to use academic language in context. The "share" portion of the workshop model gives students the opportunity to reflect on learning and articulate what they learned.

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

Technology is used to develop the English language. Students visit grade appropriate websites and listen to stories, research topics, and practice alphabet recognition and decoding. Students also practice math concepts using the EDM games and various websites. This year monolingual, bilingual, and special education teachers who provide services to ELLs will receive professional development from a technology AUSSIE. He will assist us in furthering our knowledge, technology goals, and challenging our students and teachers. Professional development will include: teachers developing a school website, researching grade appropriate website sites for student use, learn how to use google docs to update assessments and curriculum, and assign students individual email addresses through PS170.org our school website to learn to communicate via the web.



We have a bilingual kindergarten, first and second grade CTT class. A speech teacher has been assigned for the 2010-2011 school year. ELL students mandated to receive bilingual speech are receiving Interim monolingual speech. Modifications have been made to the students IEPs. We share our psychologist with another school. The psychologist is scheduled to our school once a week. 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. Other health related services are contracted out. Parents of ELL's receive the appropriate information in their Native Language from the School Based Support Team.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. We have a Title III ESL after school program for our first and second grade students. Students in our ESL after school program are also part of our extended time. The program serves 8 first grade and 9 second grade ELL students. The language of instruction is English. The program will provide rich learning experiences which increases student acquisition of the English language. The materials selected will assist ELLs in meeting the New York State Standards in the areas of reading, writing, listening, and speaking. The program will target ELLs who scored at the beginning and intermediate levels on the Spring 2010 NYSESLAT exam. Materials were ordered from Rigby, the books are leveled A-J. The books provide clear and simple language that is supported through illustrations in the beginning levels and becomes more text focused as the levels increase. This will aid students in developing language and literacy through a focus on comprehension. REACH, was also ordered from Hampton Brown. This program was recommended by the CFN# 535 ELL Support Staff. Technology is also incorporated into the after school program. Students listen to stories online, use various websites to reinforce word work skills, research topics for projects, and type writing pieces.

We will continue inferencing as our schoolwide Inquiry Team focus. Our target students will include ELL's with special needs. The teachers will implement inferencing strategies at their grade level. All students will receive the instruction but teachers will monitor 3 to 4 students to track if the benchmarks for the cycles have been met.

We will implement the Cook Shop Program in our first grade Title III ESL after school program. This program was found to be very successful when it was implemented last year with ELL students. 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 will be a lot of discussion about the food and their attributes using the senses to describe foods. Learning journals accompany the lessons to give students an 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.

Academic Intervention Service teachers are scheduled to work with our ELLs. Academic Intervention Service teachers provide small group and individualized instruction to our students in English. Para professionals are assigned to Kindergarten to assist in providing students with more individualized instruction in English or Spanish depending on the student's needs and proficiency level.

Designated ELLs are assigned a Buddy Teacher. The teacher may spend one to one time with the students or push into the classroom. This will help the student adjust to school as well as developing a trusting relationship, where students can share any concerns or discuss issues they may have.

First and second grade ELLs participate in our School Enrichment Model (English). This program allows students to discover their interest and talents. Students acquire a large range of vocabulary pertaining to the area they are studying. Students select from a menu of activities to participate in, these include cooking, fencing, science, yoga, piano, jewelry making, juggling, Spanish, basketball, aerobics, comic book design, graphic design, and technology.

6. Students who reach proficiency level on the NYSESLAT exam are transferred to monolingual classes. Support is provided to those students reaching proficiency level by providing them with ESL services. These students are also invited to be part of the ESL Afterschool Program and extended day (Native Language). A student identification sheet is sent to our feeder school to ensure the continuation of transitional support services, due to the fact that we are a K-2 school and most children reach proficiency level at the beginning of second grade.

7. Suzanne Farrell of National Geographic has been scheduled to meet with all bi-lingual teachers. Bi-Lingual teachers will view and explore the REACH program. Karen Shaw of Carousel Of Ideas has also been scheduled to meet with Bi-lingual teachers. After exploring both programs Bi-lingual teachers and Coaches will collaboratively decide which program will better meet the needs of our English Language Learners.

8. We do not have any programs that will be discontinued.

9. We have a Title III ESL after school program for our first and second grade students. Students in our ESL after school program are also part of our extended time. The program serves 8 first grade and 9 second grade ELL students. The language of instruction is English. The program will provide rich learning experiences which increases student acquisition of the English language. The materials selected will assist ELLs in meeting the New York State Standards in the areas of reading, writing, listening, and speaking. The program targets ELLs who scored at the beginning and intermediate levels on the Spring 2010 NYSESLAT exam. Technology is also incorporated into the after school program. Students listen to stories online, use various websites to reinforce word work skills, research topics for projects, and type writing pieces.

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Our English Language Learners are also part of our Art and Drama, Ballet, Tap and Baton extended day and Afterschool Programs. Art and Drama candidates were invited to audition for this afterschool and Saturday Program.

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We will hold our Fourth Annual Art Festival. Students work was displayed and viewed by peers and parents.

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.

Our ELL students show off their scientific skills at our annual science fair. Students conduct experiments, make presentations, and answer questions about the procedure.

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11. Bilingual students receive the required amount of Native Language Arts 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. This occurs in both TBE and monolingual classes (ESL students).

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

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. This occurs in both TBE and monolingual classes (ESL) students.

12. A speech teacher has been assigned for the 2010-2011 school year. ELL students mandated to receive bilingual speech are receiving Interim monolingual speech. Modifications have been made to the students IEPs. We share our psychologist with another school. The psychologist is scheduled to our school once a week. Our social worker meets with students individually to support ELL students displaying aggressive behaviors. We have a physical therapist scheduled to our school once a week to provide services to students. Other health related

services are contracted out. Parents receive the appropriate information in their Native Language from the School Based Support Team.

An abundance of English and Spanish books by Antanastios, Rigby, and Book Source were ordered to provide teachers with the resources to increase student performance. The books are leveled A-S 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.

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

13. Kindergarten orientation workshops are scheduled in May for incoming kindergarten and first grade students new to the school. The workshops provide information on standards, curriculum, expectations, and school policies. Parents receive a packet of literacy and mathematics resources they can use at home to prepare their children for Kindergarten and first grade.

14. Not applicable

### C. Schools with Dual Language Programs

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

Not Applicable

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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

City wide professional development days (November and June) are utilized for site based training by coaches, CEI personnel, and an AUSSIE consultant. Topics include the intake process, Common Core Standards, Special Education, ESL standards, and ESL strategies, this meets the mandated ESL professional development hours. Common grade preps are used for staff development to align the curriculum with the standards. Teachers are scheduled by grade to analyze assessments, plan, and set goals for students. This is done with the principal and coaches on a monthly basis (September to June) in the areas of literacy and math.

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

This year monolingual, bilingual, and special education teachers who provide services to ELLs will receive professional development from a

technology AUSSIE. He will assist us in furthering our knowledge, technology goals, and challenging our students and teachers. Professional development will include: teachers refining the school website, researching grade appropriate website sites for student use, learn how to use google docs to update assessments and curriculum, and assign students individual email addresses through PS170.org our school website to learn to communicate via the web.

Lab sites have been identified in literacy and math. Monolingual, bilingual, and special education teachers who provide services to ELLs are scheduled to visit the sites and observe lessons. Time is allocated for pre and post debriefing.

Monolingual, bilingual, and special education teachers who provide services to ELLs meet with the Instructional Support Team to discuss and create intervention plans to meet the needs of our special needs/at risk students. Professional Development has been scheduled with the speech pathologist after teachers expressed the need for ideas on how to work with children who have severe speech delays. These students receive mandated speech and are English Language Learners as well. The speech pathologist has been scheduled to attend (3) common planning sessions for all grades.

To implement our Language Allocation Policy, we provide professional development to monolingual, special education, and bilingual teachers. In the Fall, teachers receive a copy of the NYSELAT scores and identify student needs and proficiency levels. During planning sessions with coaches and principal, strategies are discussed within the four modalities that teachers would use to address the needs of individual students.

Bilingual, monolingual, and special education teachers who provide services to ELLs have received professional development on differentiated instruction based on learning styles and student interest. Teachers will continue to provide students with choices by allowing students to select a unit project based on their learning style. We will expand on activities with various entry points, so all students have access to the learning, and choice as to how they want to present their learning. Professional Development in differentiation of instruction is ongoing.

2. Students who reach proficiency level on the NYSELAT exam are transferred to monolingual classes. Support is provided to those students reaching proficiency level by providing them with ESL services. A student identification sheet is sent to our feeder school to ensure the continuation of transitional support services, due to the fact that we are a K-2 school and most children reach proficiency level at the beginning of second grade. Our ELL Compliance Specialist, Rosemary Caban has been scheduled to share the SIOP Model with the entire staff on November 16, 2011.

3. City wide professional development days (November and June) are utilized for site based training by coaches, CEI personnel, and an AUSSIE consultant. Topics include the intake process, Special Education, ESL standards, and ESL strategies. This meets the mandated 7.5 hours of ELL training for all staff as per Jose P. Professional Development on ELL's is ongoing and scheduled as needs are observed. This PD is scheduled during common planning sessions, PD calendar days and/or afterschool.

## **E. Parental Involvement**

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

1. We have maintained high parent involvement as evidenced by attendance at parent workshops, Town Hall Meetings, Parent Teacher Conferences, Meet the Teacher Week, Parent Association meetings and School Leadership Team meetings. Our parent coordinator supports efforts to maintain parent involvement.

We acknowledge that the home school partnership is an essential tool to foster learning. At PS 170 we make an effort to inspire parents to become involved in their child's education. This has resulted in a high percent of parental involvement in all school events. An example of this is the performances throughout the school year, which many parents attend to celebrate student work. We have an open door policy, where parents feel free to visit the school and meet with administration and staff to discuss their children's education. Parents attend 'Meet the Teacher Week' and Parent Teacher conferences. Monthly Parent Association Meetings and Town Hall Meetings are scheduled to keep parents informed about the operation of the school and upcoming events. 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.





**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Social Studies**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?

writing., as assessed through running records (English and Spanish) and writing pieces. We have scheduled CFN Support Staff, Marcia Buckout to provide us with a series of professional development in the area of special education. We will begin in December with reading IEP's and writing SMART IEP goals. We have also chosen this area to become a goal for our school as per the Comprehensive Education Plan:

-The achievement of students with special needs will greatly improve through the implementation of professional development by June 2011.

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. Our goal was to have our English Language Learners in first and second grade increase minimum of four reading levels. The results for 2009-2010 are as follows:

Reading Kindergarten benchmark for June 2010 is a Level D

- 83 % of our kindergarten monolingual students met the goal. The students that did not meet this goal (17%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.
- 26% of our ELL students met the benchmark in English. The students that did not meet this goal (74%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. This is a CTT class.
- 0% of our kindergarten bilingual students met the benchmark in Spanish. The students that did not meet this goal (100%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. This is a CTT class.

First grade benchmark for June 2010 is a Level J

- 96% of our first grade monolingual students met the goal. The students that did not meet this goal (4%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.
- 85% of our first grade ELL students met the benchmark in English. The students that did not meet this goal (15%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.
- 60% of our first grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (40%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.

Second grade benchmark for June 2010 is a Level N

- 75% of our second grade monolingual students met the goal. The students that did not meet this goal (25%) should receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards in their new school.
- 75% of our second grade ELL students met the benchmark in English. The students that did not meet this goal (25%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards in their new school.
- 44%\* of our second grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (56%) will receive AIS and attend extended time and after school in third grade (September 2010) to support the students in meeting the standards in their new school.

\*33% of the students moved three levels and two students were new arrivals into the country and were held over.

In math, kindergarten, first grade second grade ELLs are making adequate progress and moving across levels at the same rate as their monolingual counterparts.

In writing, ELL students are making progress at the same rate as their monolingual counterparts. However, ELLs with IEPs are below their counterparts.

English Language Learners (ELL) with Individual Education Plans tend to fall below the benchmark in the areas of reading and writing. As assessed running records (English and Spanish) and writing pieces.

2/3. When analyzing student NYSESLAT (See below) results in the four modalities, we continue to see the need is in reading and writing. This became the focus of our Inquiry Team. Last year (2009-2010) we focused on inferencing with our ELL students. Students received explicit instruction in using context clues to identify the setting, feeling, problem/solution, and caused /effect when reading. Teachers noticed that students that our inquiry work improved student performance in our author study unit. Students were able to incorporate problem and solutions into their writing. The strategies that were proven to be successful were incorporated into our curriculum.

NYSESLAT Spring 2010 results:

- Beginner 23% ( 11 students)
- Intermediate 36% (18 students)
- Advanced 23% (11 students)
- Proficient 18% ( 8 students)

We will continue inferencing as our schoolwide Inquiry Team focus. Our target population will include ELL's and students with special needs. The teachers will implement inferencing strategies at their grade level. All students will receive the instruction but teachers will monitor 3 to 4 students to track if the benchmarks for the cycles have been met.

In the Fall, teachers also receive a copy of the NYSELAT scores and identify student needs and proficiency levels. During planning sessions with coaches and principal, strategies are discussed within the four modalities that teachers would use to address the needs of individual students.

4. Reading Kindergarten benchmark for June 2010 is a Level D

- 83 % of our kindergarten monolingual students met the goal. The students that did not meet this goal (17%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.
- 26% of our ELL students met the benchmark in English. The students that did not meet this goal (74%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. This is a CTT class.
- 0% of our kindergarten bilingual students met the benchmark in Spanish. The students that did not meet this goal (100%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. This is a CTT class.

First grade benchmark for June 2010 is a Level J

- 96% of our first grade monolingual students met the goal. The students that did not meet this goal (4%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.
- 85% of our first grade ELL students met the benchmark in English. The students that did not meet this goal (15%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards. • 60% of our first grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (40%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards.

Second grade benchmark for June 2010 is a Level N

- 75% of our second grade monolingual students met the goal. The students that did not meet this goal (25%) should receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards in their new school.
- 75% of our second grade ELL students met the benchmark in English. The students that did not meet this goal (25%) will receive AIS and attend extended time and after school in first grade (September 2010) to support the students in meeting the standards in their new school.
- 44%\* of our second grade bilingual students met the benchmark in Spanish. The students that did not meet this goal (56%) should receive AIS and attend extended time and after school in third grade (September 2010) to support the students in meeting the standards in their new school.

\*33% of the students moved three levels and two students were new arrivals into the country and were held over.

In math, kindergarten, first grade second grade ELLs are making adequate progress and moving across levels at the same rate as their monolingual counterparts.

## Part VI: LAP Assurances

5. Not applicable

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Ramos	Principal		
N/A	Assistant Principal		
Maritza Zapata	Parent Coordinator		
Erica LeRea	ESL Teacher		
Johanny Rodriguez	Parent		
Paula Ramirez/K Sp Ed	Teacher/Subject Area		
Lissette Silva/Biling 2 <sup>nd</sup> Grade	Teacher/Subject Area		
Lisa Velazquez	Coach		
Sonia Acevedo Suarez	Coach		
N/A	Guidance Counselor		
Ben Waxman	Network Leader		
	Other		
	Other		
	Other		
	Other		