



**P.S. 171
PATRICK HENRY PREPARATORY**

**2008-09
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 04M171

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 171 **SCHOOL NAME:** Patrick Henry Preparatory

DISTRICT: 04 **SSO NAME/NETWORK #:** Laurence Harvey CFN #3

SCHOOL ADDRESS: 19 East 103 Street, New York, NY 10029

SCHOOL TELEPHONE: (212)-860-5801 **FAX:** (212)-860-6709

SCHOOL CONTACT PERSON: Dimitres Pantelidis **EMAIL ADDRESS:** DPantel2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CO-CHAIRPERSON Jeanne Stein (Data Specialist / Coach)

PRINCIPAL Dimitres Pantelidis

UFT CHAPTER LEADER Halli Moskowitz

**PARENTS' ASSOCIATION
PRESIDENT & SLT CO-CHAIRPERSON** Gezelle DuBois-Ramos

**PARENTS' ASSOCIATION FIRST VICE-
PRESIDENT / SECOND VICE-PRESIDENT** Hunter Reed (First) Tatiana Somers (Second)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Dimitres Pantelidis	*Principal or Designee	
Halli Moskowitz	*UFT Chapter Chairperson or Designee	
Gezelle DuBois-Ramos	*PA/PTA President or Designated Co-President	
Hunter Reed	PA/PTA First Vice-President	
Tatiana Somers	PA/PTA Second Vice-President	
Jeanne Stein	Data Specialist / Coach	
Debra Zararis	Assistant Principal	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

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.

P.S. 171 is housed in a gothic five story building on 103rd Street between Madison and Fifth Avenues. This Pre-K-8 school with 657 students serves an ethnically diverse population comprised of 35% African American, 60% Hispanic, 3% Asian and 2% other. Female students account for 51% and male students for 49% of our student enrollment. Special education students account for 12% of our student population. The demographics of our school include a free lunch rate of 100%.

P.S. 171 strives for high levels of academic achievement and has a strong parent component. In 2004-2008, the school met state standards for both English Language Arts (ELA) and Mathematics test according to the performance index. The school exceeded its AYP targets in both ELA and Mathematics.

Our academic program is articulated throughout the grades and is standards-based. This enables us to build strong foundation skills and a comprehensive knowledge base with critical and higher level thinking skills. One hundred (100%) of our students are taught by highly qualified teachers. Student attendance and 'on-time' performance is closely monitored through a school-wide program. We strongly believe that students learn best when they have high attendance. Student attendance is recognized at award assemblies throughout the year.

P.S. 171 expanded the middle school to include an eighth grade program last year. Students in grades 7-8 experienced the challenges of departmentalization and the independence of managing assignments from core and related arts teachers. Their related arts cluster included physical education, instrumental and keyboard music and computer technology. Extracurricular activities included C.H.A.M.P.S athletics programs, school-based sports activities, ballet, Chess Club and student government.

P.S. 171 has been recognized for excellence through the following:

- Received "Excellence Reward" for Outstanding Performance by Department of Education
- Top 10% of all New York City Schools
- Quality Review (2007 and 2008) – Well Developed School
- Recognized by the State Education Department and Board of Regents as a High Performing / Closing the Gap School
- Winner of the 2007 Broad Prize for Urban Education
- Video Study Project Selected for Department of Education "Knowledge Management" Sharing

P.S. 171 offers a high quality early childhood experience that has been recognized for its comprehensive nature. We believe our program offers the necessary foundation to ensure success for our youngest students.

UPDATED – MARCH 2009

The school community believes that the arts are an important part of the education process. Project Arts supports the Studio in a School program which is a learning laboratory for both students and teachers. Students participate in Project Arts programs at the 92nd Street Y, Jewish Museum and Museum of the City of New York. Students also participated in weekly computer, music, physical education, science and library at the school.

The faculty at P.S. 171 is committed to meeting the needs of all students through comprehensive programming and differentiated curriculum. Students performing above grade level are provided with a curriculum that provides challenge through enrichment activities. Students performing below proficiency are serviced through Academic Intervention Specialists (AIS) in Reading and Math (grades 3-8) and State Reduction Teachers in grades K-2. The School Based Support Team serves students in general education and special education classes who require related services. Students are provided with counseling, speech and language, occupational and physical therapy services. Special Education Teachers (SETSS) provide intervention strategies.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 171 Patrick Henry				
District:	4	DBN #:	04M171	School BEDS Code #:	310400010171

DEMOGRAPHICS									
Grades Served in 2008-09:	✓ P K	✓ 1	✓ 1	✓ 2	✓ 3	✓ 4	✓ 5	✓	✓
	✓ 8	9	10	11	12	Ungrad. Ele.	Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K	36	35	36				92.7	92.8	92.1
Kindergarten	49	60	63						
Grade 1	51	57	64	Student Mobility:					
Grade 2	64	51	51	(% of Enrollment as of June 30)			2006	2007	2008
Grade 3	79	70	52				95.1	96.1	95.5
Grade 4	75	81	80						
Grade 5	82	78	72	Eligible for Free Lunch:					
Grade 6	86	71	86	(% of Enrollment as of October 31)			2005	2006	2007
Grade 7	0	54	65				78.8	78.8	78.8
Grade 8	0	0	53						
Grade 9	0	0	0	Students in Temporary Housing:					
Grade 10	0	0	0	(Total Number as of June 30)			2006	2007	2008
Grade 11	0	0	0				20	4	6
Grade 12	0	0	0						
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)			2006	2007	2008
Total							2	1	2
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	9	2	23						
No. in Collaborative Team Teaching (CTT) Classes	2	5	10	Principal Suspensions			0	5	32
Number all others	28	41	40	Superintendent Suspensions			0	1	9

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	13	21	32	Number of Staff:			
# ELLs with IEPs	0	0	3	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	37	33	48
				Number of Administrators and Other Professionals	10	7	11
Overage Students:				Number of Educational Paraprofessionals	1	N/A	2
(# entering students overage for grade as of October 31)	2006	2007	2008				
	2	1	2				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.2	0.2	Percent more than two years teaching in this school	62.2	60.6	50.0
Black or African American	34.4	35.3	34.8	Percent more than five years teaching anywhere	59.5	54.5	41.7
Hispanic or Latino	61.6	61.3	60.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.3	2.2	2.5	Percent Masters Degree or higher	86.0	82.0	81.0
White	1.5	1.1	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.5	100.0	89.6
Multi-racial							
Male	49.8	51.1	49.8				
Female	50.2	48.9	50.2				

2008-09 TITLE I STATUS

<input checked="" type="checkbox"/> <input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input checked="" type="checkbox"/> SURR School: Yes <input type="checkbox"/> No	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2007-08):	<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1	
<input type="checkbox"/> School in Need of Improvement	<input type="checkbox"/> NCLB Corrective Action –	<input type="checkbox"/> NCLB Corrective Action – Year	

UPDATED – MARCH 2009

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	(SINI) – Year 2	Year 1	2/Planning for Restructuring (PFR)			
<input type="checkbox"/>	NCLB Restructured – Year ____	<input type="checkbox"/>	School Requiring Academic Progress (SRAP) – Year ____			
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level			
	ELA:	IGS	ELA:			
	Math:	IGS	Math:			
	Science:	IGS	Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	✓	✓	✓			
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial						
Other Groups						
Students with Disabilities	✓	✓	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	5	5	4			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	65.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	10.2	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	20.9	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	30.3	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools 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 highlights 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?
-

According to results from the 2007-2008 New York City Quality Review Report, Patrick Henry School, P.S. / I.S. 171 is a "Well Developed" school with ten areas identified under the category of "What the School Does Well". These include having highly dedicated administration, dedicated and highly competent team of staff, well developed system for collecting and analyzing data, effective systems and procedures to support behavior and student attitude, professional development with mutual trust and respect, strong partnerships with academic and community organizations, teacher collaboration and reflection, parent involvement and communication and student support services. The reviewer, Gareth Williams, wrote, "The school is a highly reflective community of lifelong learners where goals are constantly evaluated and new benchmarks set."

The report also identified two areas for further review and improvement with regard to disaggregating all available data to analyze the relative performance and progress of sub-groups including gender and different ethnic groups and increasing the rigor or teacher assessment to greater reflect needs of individual students. In Part 3: Main Findings, Mr. Williams wrote, "The school has worked purposefully to address the identified areas for improvement since the last review. It has made good progress because it has prioritized the issues and dealt with them in a systematic way. There are now well-developed systems for collecting and analyzing data, which is used increasingly effectively to set goals for grades, classes and subjects. Teachers have received high quality training on a range of data management tools including Acuity and Scantron. As a result, they increasingly use data effectively to pinpoint student needs. As whole school level, data is used effectively to monitor the progress and performance of ethnic and gender groups. This however, is not fully embedded at grade and class level. "

On the 2007-2008 Progress Report from the New York City Department of Education, P.S. 171 received a rating of "A" with a score of 68%. Our school did better than 84.9% of all NYC schools. As a result of being recognized as an "A" level school, P.S. 171 was honored as a "School of Excellence" and invited to participate in a special project through the Office of Accountability. P.S. 171 selected its Video Case Study work as part of ongoing professional development to share with other NYC schools through the Knowledge Management website. Our unique "Video Study" program has been recognized for furthering the concept of 'Teachers as Leaders' and promoting teacher collaboration and self-reflection.

P.S. 171 was also recognized for their first year Inquiry Team work. The Quality Review report states, "The work of the inquiry team is insightful and has identified a group of Level 1 or borderline Level 2 special education students to improve their comprehension and fluency rates in reading. Data is used effectively, frequently reviewed, interim goals set and next steps identified." The Inquiry Team completed an intensive analysis of reading comprehension skills of fifteen special education students in two self-contained classrooms, grades 6-8. After review of initial data, the focus was narrowed to use of context with non-fiction content reading. Intervention strategies including a selection of graphic organizers, dialogue samples, Read 180 and Scantron. The Inquiry Team worked closely with other schools in the Laurence Harvey Network and presented at a well attended Inquiry Share Fair in May.

Significant Performance Trends

In reviewing performance data from the NYS ELA and Math tests in grades 3-8 as well as results from both Social Studies and Science tests in grades 4, 5 and 8, we have identified/noticed that our students having greater difficulty with expository writing as compared to narrative writing. Portfolio assessment pieces further provide additional evidence in this regard. Results of the 2007-2008 NYS ELA and Math tests shows a significant discrepancy between ELA and Math scores ranging from 12% at grades three and five to 34% at grade four. To address this difference, we plan to provide explicit instruction through the workshop model with expository writing, as well as, focused instruction through a combination of 'push-in' support through the literacy coach, AIS and SETSS teacher. In addition, teachers will participate in professional development to refine their knowledge of the expository writing process.

During the 2007-08 school year, significant strides were made to differentiate instruction for students through analysis of multiple sources of data including portfolio assessment, state tests, periodic assessments and informal assessment. Professional development was provided for teachers with periodic assessment, Aris and Scantron. A major goal will be to expand our efforts to disaggregate data with focus on gender and ethnic groups to ensure that we meet the needs of all of our students. In addition, we will continue our work incorporating differentiated instructional strategies across the curriculum to meet the individual and ongoing needs of students in each classroom. Professional development will include teacher study groups and faculty sharing of "Differentiated Instruction" by CarolAnn Tomlinson.

Significant aids that support our instructional program include our School Based Support Team, newly revised 'push-in' model for our Academic Instructional Specialists (AIS), extensive classroom libraries and teacher professional development resource libraries. However, there is a need to strengthen the home-school connection through continued parent workshops focused on both academic and social issues. In addition, the school should continue its efforts to upgrade technology within each classroom for both teachers and students.

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 2008-09 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 (SINI/SRAP/SURR 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 presumably be aligned to the school's annual goals described in this section.

1. Extend the model for uniform data collection in order to better:

- Maximize utilization of periodic and performance assessments
- Analyze the performance and progress of individualized sub-groups including gender, ethnicity, special education and English language learners.
- Increase the number of students making growth of at least one level, according to Fountas and Pinnell, on September – June running records as part of portfolio assessment.

2. Implement a school-wide model of differentiated instruction through professional development activities that engages 100% of the faculty:

- To track and maximize student learning
- To engage and activate multiple intelligences and talents
- To begin implementation of lessons utilizing differentiating instructional strategies at all levels

3. Implement a middle school model that more comprehensively addresses the academic, social and emotional needs of our students to increase student achievement. As a result of this effort, students at the seventh and eighth grade level will feel more connected through participation in advisory and small skill groups focused on meeting the needs of the adolescent learner.

4. Initiate a uniform school-wide inquiry-based approach to science:

- utilizing scientific technology to engage learners in a hand-on approach to scientific learning
- establish community connections that will enhance student learning beyond the classroom
- implement the use of technology to create a multi-media experience for students

As a result of implementation of inquiry-based science strategies, an increased number of students at the eighth grade level will demonstrate proficiency on the New York State Intermediate Level Science Test.

5. Extend the focus on writing process strategies to improve student ability with emphasis on expository writing. As a result of this instructional focus, an increased number of students at grades three through eight will demonstrate improved expository writing skills as shown through portfolio written response pieces.

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Implement a School-Wide Model of Differentiated Instruction through Professional Development that engages 100% of the faculty:</p> <ul style="list-style-type: none"> • To track and maximize student learning • To engage and activate multiple intelligences and talents • To begin implementation of lessons using differentiated instructional strategies
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>*Institute professional development focused on differentiated instruction to address content, process and product *Offer professional development choices to meet the individual needs of teachers in alignment with school goals for the August 28-29, 2008 Professional Development dates (see attached agenda) *Instructional cabinet will meet regularly to develop and reflect on professional development offerings *Faculty will engage in a book study reflecting on <u>The Differentiated Classroom</u> * Teachers will utilize “Number Sense Assessment” to inform instruction *Teachers will refine use of running records and conferencing techniques with emphasis on improving reading comprehension * Cohort of learners will engage in video study focused on differentiated instruction across the curriculum</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Administrators and staff will provide and participate in professional development focused on differentiated instruction in various forums • Teachers will participate in inter-school visitations and learning walks to see differentiated instructional practices across the grade levels • Instructional cabinet will compile a resource manual for each professional development day • Professional development facilitators will develop presentation materials to enhance teacher learning

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Administrators will observe teachers implementing lessons with differentiated instructional strategies through class visitations and formal observations
- Teachers will provide reflection on professional development through evaluation forms and group discussion
- Grade level teams will meet monthly to reflect and respond to focus questions from their shared reading of Differentiated Classroom by Carol Ann Tomlinson
- Teachers will use “Number Sense Assessment” as a diagnostic tool to group students in order to meet individual student needs
- Teachers will follow video study protocol to reflect on differentiated instruction in practice
- Administrators will meet with teachers to review and discuss results of running records during data meetings

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Science / Inquiry-Based Learning

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Initiate a uniform school-wide inquiry-based approach to science by:</p> <ul style="list-style-type: none"> • Utilizing scientific technology to engage learners in a hands-on approach to scientific learning • Establishing the community connections that will enhance student learning by providing them with opportunities to tap into non-formal resources to support their science education • Implementing the use of technology to create a multi-media experience to demonstrate exposure to and understanding of scientific concepts <p>As a result of implementation of an inquiry-based approach to science, increased number of students at the eighth grade level will reach proficiency on the New York State Intermediate Level Science Test.</p>
<p>Action Plan 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"> • Grade team educators will engage in idea sharing conversations once a month that are focused on making their students' experience more uniform. • Selected teachers will participate in the Urban Advantage Program that is designed to provide professional development • School will host a "Family Science Night" in the beginning of the school year to provide parents, students and other members of the learning community with an experience that engages them in inquiry-based science learning in a classroom setting. • The school will organize a Science Expo at the end of the school year to celebrate and showcase the samples of student work that are products of inquiry-based science instruction in and out of the science classroom. • The Science Coach will work with classroom teachers, science cluster teacher (K-6) and middle school science teacher to ensure consistency at the grade levels and to monitor and analyze data that reflects student engagement and learning.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Training and professional development will be provided by the science coach on a quarterly basis to highlight best practices in inquiry-based science instruction. • Administration will be actively looking for examples of inquiry-based science during their informal walk-through visitations • Science Lab room will be equipped with state-of-the-art technology to infuse the science instruction provided there will be a multi-media approach that lends itself to inquiry-based science. • Training and support for using Excel as a tool for data collection and analysis will be provided for instructors. Teachers will be able to turnkey use of Excel to our students for them to use in their inquiries • Classroom teachers will work together to provide authentic experience for their learners in science during grade level team meetings • Science coach will work with teachers to align science curricula during grade level team meetings monthly throughout the school year.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers will maintain evidence of student inquiry-based learning in various forms ranging from reflections and journal entries to portfolios and long-term inquiry projects • Each class will select and present a project that demonstrates inquiry-based science being done in the annual Science Expo celebration • Administrators will observe teachers implementing lessons with the lens of inquiry-based science instructional strategies through class visitations and formal observations • Science coach will meet with teachers on a monthly basis to share reflections and concerns regarding need for resources and professional development in order to better implement strategies of inquiry-based instruction

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Teachers will provide reflection on professional development through evaluation forms and group discussions
- Administrators will meet with teachers to review and discuss progress with implementation of advisory program
- Teachers will meet with consultants to reflect on implementation of the middle school management plan
- Consultants will provide updates to staff and administration regarding progress with implementation of management plan
- Weekly logs and student attendance records will be submitted to document participation and focus for after school homework program.
- Students will complete end of year reflection on new advisory program

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

English Language Arts / Writing

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Extend the focus on writing process strategies to improve student ability with emphasis on expository writing. As a result of this instructional focus, an increased number of students at third through eighth grade level will demonstrate improved expository writing skills in completing portfolio writing pieces.</p>
<p>Action Plan 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"> • Utilize video study as a tool for professional development to focus in on writing workshop model • Develop and implement grade level curriculum map and teaching points for written expression • Further develop teacher expertise with development and application of rubrics to analyze student writing • Train students with use of rubrics to self-evaluate and peer-evaluate written work • Develop uniform criteria for assessing expository writing on a vertical strand in grades 3-8. • Students will engage in dissecting data based questions in social studies to better articulate a more cohesive written response • Students will become versed in writing responses to data processing questions and reflections in science
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Literacy Coach will support writing instruction through team teaching and small group instruction • Academic Intervention Specialists (AIS) for ELA will support writing instruction through ‘push-in’ model and small group ‘pull-out’ in grades 3-8 • Science Coach will support teachers and students with implementing strategies for writing in inquiry-based science • Differentiated instruction professional development will focus on specific strategies related to expository writing across the curriculum • Students will have opportunity to use technology to revise and edit written work

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Teacher evaluations and reflections following video study sessions
- Completed curriculum maps with teaching points for each grade level
- Grade level teacher feedback and reflection following work with using rubrics as a tool for systematic assessment of student writing
- Analysis of student writing samples completed as part of portfolio assessment
- Results of DBQ practice written responses in social studies and data-processing questions in science

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 2008-09 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 (SINI/SRAP/SURR 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): Uniform Data Collection

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Extend the model for uniform data collection to better:</p> <ul style="list-style-type: none"> • Maximize utilization of periodic and performance assessments • Analyze the performance and progress of individual sub-groups including gender, ethnicity, special education and English language learners. • Increase number of students making growth of at least one level, according to Fountas and Pinnell, on September – June running records as part of portfolio assessment.
<p>Action Plan 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"> *Monthly data conferences with direct supervisors/principal to discuss test data results with regard to student progress and classroom performance * Training and technical support throughout the year with using Excel spreadsheets for data tracking and analysis *Continue training and support with periodic assessment and performance data *Monthly grade level meetings to focus on sharing data and identifying patterns and trends in student performance. * Inquiry team(s) will continue to collect, interpret and analyze data to drive instruction for targeted group.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> *Coaches, Special Education Teachers (SETTS) and Academic Intervention Specialists (AIS) will review student data at individual, class, grade and school levels. *Administrators will closely monitor student portfolio maintenance through data meetings *Teachers will have opportunity to engage in professional development designed to provide training and technical support using Excel as a tool for data tracking/analysis *Inquiry team(s) will meet weekly to discuss best practices for data analysis of action research * Inquiry team(s) will present new proposals and updates to the faculty periodically during the year

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- *Teachers will maintain evidence of student work in individualized portfolios
- * Teachers will become versed with sorting data using sub-groups for their monthly data meetings with administrators
- * During grade level conferences, teachers will bring portfolios and supporting documentation to discuss whole class and individual student progress in conjunction with periodic assessment and performance data
- * Teachers will maintain minutes and agendas for each weekly meeting
- * Inquiry team(s) will develop workshop presentations to keep faculty informed of progress with Inquiry Team focus for 2008-09 school year.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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 SINI AND SRAP SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

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	25	25	N/A	N/A	5	0	8	0
1	35	35	N/A	N/A	15	0	6	0
2	35	35	N/A	N/A	20	0	10	0
3	14	14	N/A	N/A	5	0	7	0
4	15	15	15	15	10	0	5	0
5	15	15	15	15	15	0	10	0
6	15	15	15	15	20	0	10	0
7	15	15	15	15	20	0	10	0
8	15	15	15	15	20	0	10	0
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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)	Description: Provide a brief description of each 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.).
<p>ELA:</p> <p>Lower Grade State Reduction Teachers (K-2)</p> <p>Upper Grade Reading AIS Teachers (Grades 3-8)</p>	<p>These teachers work in grades K-2 classrooms to support skill development for students in reading / language arts who are performing below grade level. Using the workshop model with leveled readers and small guided reading groups, student word-study and beginning reading skills are reinforced. This is a push-in/pull-out model used during the regular school day and extended day program.</p> <p>The two Academic Intervention Specialists (AIS) work with teachers in grades 3-8 classrooms to support skill development for students performing below proficiency according to results of state testing. Using the workshop model with embedded skill development through literature, the AIS teachers reinforce word-recognition and comprehension skills. Students also complete activities from the “Ladders to Success” program from the Coach series. This is primarily a ‘push-in’ model with some ‘pull-out’ as appropriate during the regular school day and extended day program.</p>
<p>Mathematics:</p>	<p>The Math Academic Intervention Specialist (AIS) works with teachers in grades 3-8 to support skill development for students performing below proficiency according to results of state testing. Through small differentiated group instruction, using strategies from Marilyn Burns and math manipulatives, students gain ‘hands on’ experience with math concepts. Students also complete activities from the “Ladders to Success” program from the Coach series. The Math AIS teacher works in close collaboration with classroom teachers. This is primarily a ‘push-in’ model with some ‘pull-out’ as appropriate during the regular school day and extended day program.</p>
<p>Science:</p>	<p>The Academic Intervention Specialists (AIS) work with classroom teachers and science cluster teachers in grades 4-8 to support content area reading comprehension and vocabulary development. Through a combination of a ‘push-in’ model with the classroom teacher and small group during extended day, the AIS specialists provide support for students with science reading and vocabulary.</p>

Social Studies:	The Academic Intervention specialists (AIS) work closely with classroom teachers (grades 4-6) and the social studies middle school teacher (grades 7-8) to support content reading comprehension and vocabulary development in social studies. Through a combination of a 'push-in' model and small group during extended day, the AIS specialists provide support for students with social studies.
At-risk Services Provided by the Guidance Counselor:	The three guidance counselors and school social worker work closely with AIS students to improve their social behavior and communication skills to allow them to function more effectively in an academic environment during the school day.
At-risk Services Provided by the School Psychologist:	The school psychologist conducts diagnostic assessment of at-risk students referred for testing and evaluation as part of an interdisciplinary team.
At-risk Services Provided by the Social Worker:	The school social worker and two guidance counselors work with AIS students to improve their social and communication skills to help them to function more effectively within the core and related arts classrooms during the school day.
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Patrick Henry Preparatory School (P.S. 171) has a multi-disciplinary Language Allocation Policy Team that works collaboratively to ensure that the ongoing needs of our ELL students are met. The team consists of the Principal, Assistant Principal, Parent Representative, Literacy Coach, Science Coach, SETTS Teachers, Academic Intervention Specialist, ESL Teacher, Speech / Language Pathologist, Guidance Counselor and Spanish Teacher. In addition, an Achievement Facilitator from the Children's First Network (CFN3) provides resources and support. Current staffing includes a newly-hired certified ESL teacher (K-8) and a Foreign Language Teacher (Spanish) who teaches students at grades six, seven and eight.

At the present time, there are thirty-four students identified as English Language Learners (ELL's) with eight students at the Beginner level, ten students at the Intermediate level and sixteen students at the Advanced level according to current data. The number of identified English Language Learners accounts for approximately 5% of the total student population of 650 students at the school. Approximately half of our identified ELL students are Spanish speaking (19), with other languages represented include Bengali (5), French (3), French Haitian Creole (2), Indonesian (2) and Arabic (1) according to current data. Students who are eligible for ELL services participate fully within the regular education program. They receive language arts instruction that provides multiple opportunities to utilize speaking, reading, listening and writing skill acquisition within the context of daily lessons. All classrooms follow the Workshop Model which incorporates direct instruction through mini-lessons, small guided reading groups, individualized support, conferring with teachers and review and reinforcement with support specialists. Students receive ESL support through a combination of 'push in' and 'pull out' formats. The ESL teacher works collaboratively with the classroom teachers to ensure consistency and continuity of instruction. The ESL teachers works with small group within the classroom setting, as well as, individual and small groups for reinforcement and extension. The focus is placed on multi-sensory approaches to language arts instruction to strengthen student grasp and understanding of the spoken and written language.

Parent Program Choice

According to results of the 2007-2008 Learning Environment Survey, parents at P.S. 171 agree that the school communicates effectively and keeps parents informed about school and community issues throughout the year. The Parent Teacher Association holds monthly meetings that are well attended, as well as, special workshops on relevant curriculum issues. Parent attendance at fall and spring student conferences reaches approximately 85% across the grade levels. The Principal and/or his designee speaks at the monthly PTA meetings and hosts special parent meetings to ensure that parents have an overview of program opportunities for students eligible for ESL services. Parents of students participating in the program are invited to a 'welcome back' meeting at the start of the school year. The ESL Teacher, Guidance Counselor and Family Assistant are always available to speak with parents who have questions or concerns about their child's participation. As students are referred for screening, parents are contacted via telephone and mail to ensure that they are partners in the identification process. The trend over the last few years is that the parents of identified students prefer that their children be instructed in English. Parents prefer that their children receive instruction as much as possible within the regular classroom setting. In accordance with parent preferences, P.S. 171 provides a Freestanding English as a Second Language Program for eligible students.

Assessment Analysis

In examining assessment results of the NYSESLAT from 2007-08, four students were at the Beginner level, ten students at the Intermediate level and sixteen students at the Advanced level. Of these, five students were at first grade, four students at second, four at third and fourth, seven at fifth, four at sixth and seventh and one student at eighth grade level. Of six students, recently screened with LAB-R, two students met criteria for ELL support. In a review of the NYSESLAT data, the progression of students progressing from Beginner to Advanced levels indicate steady growth for our students in acquiring the necessary skills to become proficient in the English language. Results from the New York State ELA Test taken in January 2008 provide further data that our students are making steady progress with mastery of reading comprehension, written expression and listening comprehension. Nine students (43%) of ELL students received Level 3 Proficiency on the NYS ELA Test last year with eleven student (53%) receiving Level 2. Only one student scored at Level 1 (5%). According to results of the NYS Science Test given in grades four and eight, five students (65%) received Level 3 or higher and three students (35%) receiving Level 2 proficiency. Analysis of above tests, in addition to review of portfolio data reinforces that although students are gaining knowledge and facility with the English language, they continue to need support with reading comprehension, vocabulary in context and written expression. Speaking and listening skills seem to develop at a faster rate than reading and writing.

English Language Learners (ELL) by Proficiency Level (2007-2008)

Grade	LAB-R	NYSESLAT			TOTAL ELLs
		Beginner	Intermediate	Advanced	
K	4 P	0	0	0	0
1	1 ELL	2	1	1	5
2		0	0	4	4
3		0	1	3	4
4	1 ELL	0	1	1	3
5		0	4	3	7
6		1	1	2	4
7		0	2	2	4
8		1	0	0	1
Total	2	4	10	16	32

ELA Scores (no NYSAA) (2007-2008)

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0%	0%	100% (2 students)	0%	2 students
4	17% (1 student)	67% (4 students)	17% (1 student)	0%	6 students
5	0%	50% (2 students)	50% (2 students)	0%	4 students
6	0%	60% (3 students)	40% (2 students)	0%	5 students
7	0%	100% (1 student)	0%	0%	1 student
8	0%	33% (1 student)	67% (2 students)	0%	3 students
Total	5% (1 student)	53% (11 students)	43% (9 students)	0%	21 students

Science Scores (no NYSAA) (2007-2008)

Grade	Level 1		Level 2		Level 3		Level 4		Total	
	Eng.	NL	Eng.	NL	Eng.	NL	Eng.	NL	Eng.	NL
4	0	0	3	0	3	0	1	0	7	0
8	0	0	0	0	1	0	0	0	1	0

Students entering the school are assessed for their proficiency in language arts and mathematics skills in order to provide the most appropriate strategies and interventions. Students identified as eligible for ESL services are closely monitored and assessed through a variety of formal and informal assessment procedures. Results from New York City Periodic Assessments are reviewed and analyzed by the ESL teacher, classroom teachers, grade level teams and administration.

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Student scores from the ELA and Math Predictive Tests and the Instructional Targeted Assessments (ITA), taken fall and spring, respectively, are analyzed with regard to student performance and progress with mastery of specific skills related to the core curriculum. Student performance is viewed individually and within the context of grade level expectations. The Principal meets monthly with each teacher to review assessment data and discuss action plan strategies to remediate student skills. In addition to Periodic Assessments, the ESL teacher and classroom teachers continually assess student progress through analysis of running records, portfolio assessment, teacher conferences and observations of student performance within the classroom and small group setting.

Planning for ELL's

Students identified as eligible for ESL services receive direct support from the ESL teacher from both a 'push-in' and 'pull-out' model in the regular education classroom. The ESL teacher works closely with the classroom teacher incorporating small group instruction and a co-teaching model to reinforce and develop specific skills related to language acquisition and reading comprehension. The ESL teacher maintains ongoing communication with classroom teachers and other support specialists regarding each student plan. The regular education classrooms have a range of ability levels and are heterogeneously-based as supported in current research. To ensure that individual student needs are met, small guided groups and daily conferencing with students delineate the preferred model for the instructional program. Ongoing training with refining teacher skills with differentiated instruction continues to be a major focus for professional development.

To ensure that specific needs of ESL students are addressed, the ESL teacher provides services through both a 'push-in' and 'pull-out' model for identified students. Through this approach, students are serviced in the least restrictive environment using a co-teaching model that facilitates the acquisition of core curriculum and grade level skills. Typically, this approach has the ESL teacher working with identified students during the English Language Arts (ELA) block of approximately ninety minutes several times a week in the regular classroom setting, as well as, providing small group instruction tailored to specific student objectives for forty minutes several times a week.

Instructional Approaches and methods used to make content and language instruction comprehensible for our ESL students reflect New York State ESL Learning Standards and Grade Level Performance Indicators. For example, for Standard 1, Performance Indicator 2: Students will listen, speak, read and write in English for information and understanding. Students at the PreK-1 level are provided with opportunities to listen, read, gather and discuss information from story and picture books and audio materials.. At the elementary level, grades 2-4, students are provided with opportunities to read, gather, view, listen to, organize, discuss and interpret information related to academic content areas including use of the Internet, audio and media presentations. While at the middle levels, grades 5-8, ESL students use resources including nonfiction books, reference books, magazines, textbooks, as well as, the Internet, databases, audio and media presentations, oral interviews, charts, graphs and diagrams to develop their skills.

As previously described, the ESL teacher, classroom teachers and support specialists are expected to differentiate instruction for our English Language Learners through a variety of strategies and accommodations. The ESL teacher consults with the classroom teachers to provide strategies within the regular classroom setting to ensure that ongoing needs of students are met. Support specialists meet weekly to discuss student progress of students receiving special education services and ESL services. A comprehensive data base of testing accommodations for students is maintained by administration and monitored closely during state and city testing. Accommodations include extra time and alternate setting. There are currently eight students identified as ELL's who also receive special education services. Six of the students receive support through SETSS teachers with two students in self-contained classrooms. These students are provided with specific differentiated strategies as prescribed in their Individual Education Plans including additional accommodations for testing.

Transitional support for English language learners reaching proficiency on the NYSESLAT include close monitoring of academic performance by school guidance counselors at the elementary and middle school levels, as well as, administrative review of testing and portfolio data with classroom teachers, grade level teams,

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coaches and support specialists. The ESL teacher continues to consult with classroom teachers to follow up on former students on a trimester basis. Former ESL students who need reinforcement to maintain proficiency on the regular New York State ELA Test at their grade level can participate in small groups through Academic Intervention Services (AIS) which works with students at grades three to eight. Students at the K-2 level, can receive more individualized support through assistance from State Reduction Teachers at the primary level.

Resources and Support

Classrooms are equipped with an extensive library of quality literature at a range of levels to provide for the developmental, cultural and interest needs of students. These trade books are leveled using the Fountas and Pinnell system and represent a wide range of genres including both fiction and non-fiction. Language acquisition is also supported through use of visuals, graphic organizers, listening tapes, audio-visual materials, computer technology and hands-on resources. Lessons are formatted to be multi-sensory to ensure that visual, auditory and tactile reinforcement is provided for students. Overhead projector, tape recordings, DVD's and other high-interest materials are integrated within the context of each lesson and units of study. The computer teacher works closely with the ESL and classroom teachers to provide suggestions for software and internet activities to coordinate with skills and content learning.

Patrick Henry (P.S. 171) has a well documented professional development program focused on increasing student achievement through meeting the diverse educational needs of our students through a planned and systematic approach to curriculum, instruction and assessment. For the 2008-09 school year, teachers have received ongoing professional development through faculty workshops, grade level meetings and Department of Education programs focused on differentiated instruction. Specific strategies were provided for students receiving special education and ESL support. Teachers meet monthly with administration to review individual student progress and discuss specific 'action plan' strategies to improve student performance. Professional development at the school level is ongoing and continuous through grade level team meetings, faculty conferences, network workshops, DOE workshops and university affiliated programs. Professional development continues to emphasize the importance of incorporating a multi-sensory approach, at the elementary level, in the implementation of lessons and units of study. Teachers have been provided with specific strategies related to differentiating instruction through a series of school-based professional development workshops. This has included demonstration lessons focused on strategies specific to English language learners and students receiving special education services. During our August and November full day school-based workshops, teachers received in-depth training to meet the diverse needs of our different sub-groups with regard to vocabulary development, written expression, math problem solving, reader's theater and critical thinking skills. Our upcoming Teacher Workshop Program in June will continue to focus on differentiated instructional strategies and approaches to meet the needs of the different groups of students needing individualized and special support to maximize their achievement and learning potential. In addition to school-based programs, teachers have had opportunity to attend Children First Network #3 Workshops, Department of Education Workshops and university affiliated programs.

Patrick Henry (P.S. 171) has two guidance counselors who work diligently to monitor student progress, address social and emotional concerns and consult with teachers about 'at risk' students and students receiving special services. They serve as members of a multi-disciplinary team that meets regularly to review student needs and provide necessary support. In this regard, the elementary guidance counselor provides parent workshops focused on the sixth grade placement process and meets with students in small groups. At the middle school level, the guidance counselor offers parent workshops regarding the high school selection process, meets with classes and small groups to assist students in the process and then coordinates the transfer of records to their new schools. Support specialists, including the speech and language pathologist, special education teachers, literacy coach, math specialist, academic intervention specialist and school psychologist work collaboratively to support students as they transition between levels.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 20

- 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).**
 - B. **Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.**
- 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.**
- III. **Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.**
- IV. **Staff Development (2008-2009 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.**
- V. **Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.**

Patrick Henry (P.S. 171) has thirty-four students identified as English Language Learners at the present time. There are eight students at the Beginner level, ten students at the Intermediate level and sixteen students at the Advanced level, according to current data. The number of English Language Learners accounts for approximately five percent (5%) of the total student population of 650 students at the school. Approximately half of our identified ELL students are Spanish speaking (19), with an increasing number of other languages represented including Bengali (5), French (3), French Haitian Creole (2), Indonesian (2) and Arabic (1), according to current data. Students who are eligible participate fully within the regular education program. In addition, eight students receiving ESL support also receive special education services through their Individual Education Plans.

Parents of all incoming students are asked to complete the New York City Department of Education "Parent/Guardian Home Language Identification Survey" to determine how well the new student understands, speaks, read and writes in English. The survey also asks the parent to indicate the language preference when receiving important information from the school. Parents may request assistance with completion of the survey and the Family Assistant and/or other school personnel will provide support through an interview format to ensure that the completed survey reflects parent preference and correct student information. The Parent Home Language Identification Survey provides specific information to assess whether further screening through the LAB-R is necessary. The completed survey also provides important information regarding how the student communicates at home and with family. Specific questions address whether the student attended school in another country prior to entering P.S. 171. The information gathered from the completed survey is shared with the ESL teacher and key support services personnel to ensure a smooth transition to the new school environment.

When a new student is recommended for screening through the LAB-R, the ESL teacher schedules the individual testing as soon as possible and provides feedback to the classroom teacher. Parents are notified through direct telephone and in-person communication to discuss the results of testing and proposed program. At P.S.

171, parents have selected for students to receive support within the regular classroom environment through a 'push-in' model with limited 'pull out', as necessary, to support learning. In following parent preferences, our school has maintained a Free Standing ESL Program

Students identified as eligible for ESL services receive direct support from the ESL teacher through mostly a 'push-in' model with 'pull out' services as necessary to meet individual skill needs. The ESL teacher works closely with the classroom teacher incorporating small group instruction and a co-teaching model to reinforce and develop specific skills related to language acquisition and reading comprehension. The ESL teacher maintains ongoing communication with classroom teachers and other specialists regarding each student's plan. The school follows a balanced literacy approach to English Language Arts instruction which incorporates the workshop model for reading comprehension and written language. Emphasis is placed on a multi-sensory approach to vocabulary development through phonetic analysis, structural analysis, use of context and other word study strategies which impact language acquisition. Students are assessed through running records to assess their reading progress and leveled book selection. The instructional program focuses on fiction, non-fiction, plays and poetry with opportunities for speaking, listening, reading and writing. The use of graphic organizers provides visual support and scaffolding to enhance student learning of new concepts. Students receiving ESL services have access to computer software and the internet to develop and strengthen their skills. Grade level curriculum is detailed in monthly curriculum maps in each subject area.

Students receive 'push-in' ESL services during the reading and writing workshop periods (90 minutes) approximately three times a week with additional small group instruction several periods to ensure that specific student needs are met. Through this approach, students are serviced in the least restrictive environment using a co-teaching model that facilitates the acquisition of the core curriculum and grade level skills. The Principal maintains ongoing communication with the ESL teacher, classroom teachers and other support specialists through weekly and monthly meetings. There are scheduled meetings for special services, academic intervention services, grade level teams and classroom teachers throughout the year. The Assistant Principal's at each grade span (K-2, 3-6, 7-8) serve as the direct supervisors for the program.

Students at P.S. 171 receive instruction in the core subject areas of English language arts, mathematics, social studies and science. At the middle school level, all students receive foreign language instruction as part of their core program. There is a detailed curriculum map developed by grade level teams for each subject area with daily teaching points. The core curriculum reflects New York State proficiencies and standards and is aligned with the state assessment program. Each unit of study incorporates opportunities for reading, written expression, problem solving and discussion.

Students receiving ELL services participate fully within the context of the core curriculum and receive their instruction within the regular classroom with support from the ESL teacher through a 'push-in' model. Teachers have high expectations for student achievement and a variety of effective differentiated instructional strategies are incorporated to provide the necessary support for each child. Graphic organizers are used extensively to help scaffold new learning and provide visual reinforcement. Stories are tape recorded for students, computer software reinforces new skills and leveled books ensure that students are working at their instructional levels. The ESL teacher and classroom teacher work with students in small groups and conference individually to monitor student learning. Results of both formal and informal assessments guide instruction for ELL students.

English language learners have the opportunity to participate in a variety of extracurricular activities that are offered at our school including the C.H.A.M.P.S. sports program, the G.O.A.L. program and the newly implemented PHP After School Program. The C.H.A.M.P.S. program this year focused on football (fall) and basketball (spring). All students were invited to try out for the program and assistance was provided through the physical education teacher. The G.O.A.L. program provides a variety of activities for students, as well as, counseling and support services. All students are eligible to apply for the program which offers two days/week programming. The PHP After School Program offered students six or seven course choices at the elementary and middle school level. The courses

ranged from crafts including painting and knitting to math problem solving and chess. Approximately 100 students participated during each of two sessions. For the spring, we have a Thursday afternoon Track Program at Randall's Island which was open to all students in the upper elementary and middle school grades.

Parents are an integral part of the P.S. 171 school community. The school has an active Parent Association that meets monthly and offers different programs of interest to parents focused on student social, emotional and academic needs. The Principal attends all PTA meetings and involves the faculty to highlight special activities and programs. P.S. 171 has a School Leadership Team composed of parents, teachers and administrators who meet monthly and attend district programs. In addition, parents volunteer in the classrooms and accompany classes on field trips. At the beginning of the school year, there are several orientation programs for students at the primary, intermediate and middle school levels to acquaint parents with the various programs and opportunities for students at our school. Parents also are invited to attend meetings related to the middle school and high school selection and placement process. The Guidance Counselors offer monthly workshops focused on parenting issues and the transition between levels. The counselors are available to meet with parents on an individual basis as well with translation services as needed. Parents may schedule conferences with classroom teachers, ESL teacher, support specialists or coaches throughout the year. The Family Assistant and Parent Coordinator assists with these meetings. Every effort is made to communicate with parents of our English language learners in their native language. Parent feedback has been quite positive in this regard according to results of the Parent Learning Environment Survey completed in 2007-08.

At the present time, there are no students enrolled in Project Jump Start.

For the start of the 2009-10 school year, we anticipate instituting several new activities to help acclimate our new students to our school. These will include an orientation program and tour of the building with parent meetings to provide an overview of school programs at the elementary and middle school levels. As in the past, the school is open during the summer for parents and children to get acquainted with the building. Prospective sixth grade parents attended a special assembly and received a guided tour of the school earlier this year.

Patrick Henry (P.S. 171) has a well documented professional development program focused on increasing student achievement through meeting the diverse educational needs of our children through a planned and systematic approach to curriculum, instruction and assessment. For the 2008-09 school year, teachers have received ongoing professional development through faculty workshops, grade level meetings and Department of Education programs focused on differentiated instruction. Specific strategies are provided for students receiving special education services and ESL support. For instance, teachers attended a workshop on Reader's Theater with emphasis on language acquisition for English language learners and special education students. They received training with strategies to improve expository writing and reading comprehension using specific scaffolding techniques appropriate for ELL students and were introduced to the Renzulli learning system to better meet student learning styles and interests. Professional development at the school level, is ongoing and continuous, though grade level meetings, faculty conferences, network workshops, DOE workshops and university affiliated programs.

Patrick Henry School (P.S. 171) provides extensive support for all students attending our school. The goal is to provide the necessary support within the least restrictive environment that will ensure that our students are successful in their school experience – academic, social and emotional. In this regard, the school has three guidance counselors, a social worker, school psychologist, speech and language pathologist, special education teachers, academic intervention teachers and curriculum coaches. The guidance counselors at the elementary and middle school levels provide services for all students and are an integral part of the transition process from elementary/middle/high school. Students eligible for ESL services are monitored closely by the Student Study Team, as well as, directly by the Principal who meets weekly with Study Team, Academic Intervention Team and Coaches. The support specialists all consult with classroom teachers on a regular basis to ensure that ELL students are making continuous growth in the language acquisition. At the present time, eight ELL students also receive special education services to meet their educational needs. The staff at P.S. 171 believes that all students can be successful when provided with the appropriate learning environment and support structure. Teachers work collaboratively toward this goal for all of our students.

UPDATED – APRIL 2009

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

School Building: Patrick Henry / P.S. 171

District 04M

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program 1 Teacher	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
						1 Teacher

* 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.

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.

UPDATED – APRIL 2009

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: **04M**

School Building: **P.S. 171 Patrick Henry**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:00 To: 8:45 a.m.	Subject (Specify) Morning Enrichment	Subject (Specify) Morning Enrichment	Subject (Specify) Morning Enrichment	Subject (Specify) Morning Enrichment	Subject (Specify) Morning Enrichment
2	From: 8:45 To: 9:30 a.m.	Subject (Specify) Reader's Workshop ESL	Subject (Specify) Reader's Workshop	Subject (Specify) Reader's Workshop ESL	Subject (Specify) Reader's Workshop	Subject (Specify) Reader's Workshop ESL
3	From: 9:30 To: 10:20 a.m.	Subject (Specify) Writers Workshop	Subject (Specify) Writer's Workshop	Subject (Specify) Writer's Workshop	Subject (Specify) Writer's Workshop	Subject (Specify) Writer's Workshop
4	From: 10:20 To: 11:10 a.m.	Subject (Specify) Music	Subject (Specify) Computer Lab	Subject (Specify) Science	Subject (Specify) Library Skills	Subject (Specify) Physical Education
5	From: 11:10 To: 11:30 a.m.	Subject (Specify) Word Study	Subject (Specify) ESL Small Group	Subject (Specify) Word Study	Subject (Specify) ESL Small Group	Subject (Specify) Word Study
6	From: 11:30 To: 12:20 p.m.	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From:12:20 To: 1:00 p.m.	Subject (Specify) ESL Small Group	Subject (Specify) Spelling	Subject (Specify) ESL Small Group	Subject (Specify) Spelling	Subject (Specify) ESL
8	From: 1:00 To:1:40 p.m.	Subject (Specify) Mathematics	Subject (Specify) Mathematics	Subject (Specify) Mathematics	Subject (Specify) Mathematics	Subject (Specify) Mathematics
9	From:1:40 To: 2:20 p.m.	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies
10	From:2:20 To:3:20 p.m.	Subject (Specify)	Subject (Specify) ESL Small Group	Subject (Specify) Reading Comprehension	Subject (Specify) ESL Small Group	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 04M School Building: **PS 171 Patrick Henry**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:45	Subject (Specify) ESL	Subject (Specify) Morning Enrichment	Subject (Specify) ESL	Subject (Specify) Morning Enrichment	Subject (Specify) ESL
2	From: 8:45 To: 9:30	Subject (Specify) Readers Workshop	Subject (Specify) (ESL) Readers Workshop	Subject (Specify) Readers Workshop	Subject (Specify) (ESL) Readers Workshop	Subject (Specify) Readers Workshop
3	From: 9:30 To: 10:20	Subject (Specify) Writers Workshop	Subject (Specify) Writers Workshop	Subject (Specify) Writers Workshop	Subject (Specify) Writers Workshop	Subject (Specify) Writers Workshop
4	From: 10:20 To: 11:10	Subject (Specify) Music	Subject (Specify) Computer Lab	Subject (Specify) Science	Subject (Specify) Library Skills	Subject (Specify) Gym
5	From: 11:10 To: 11:30	Subject (Specify) ESL	Subject (Specify) Word Work	Subject (Specify) ESL	Subject (Specify) Word Work	Subject (Specify) ESL
6	From: 11:30 To: 12:20	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 12:20 To: 1:00	Subject (Specify) Spelling	Subject (Specify) Spelling	Subject (Specify) Spelling	Subject (Specify) Spelling	Subject (Specify) Spelling
8	From: 1:00 To: 1:40	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop
9	From: 1:40 To: 2:20	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies
10	From: 2:20 To: 3:20	Subject (Specify)	Subject (Specify) Reading Comprehension	Subject (Specify) ESL	Subject (Specify) Math Problem Solving	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 ESL

ESL Program Type: _X_ Free-Standing _X_ Push-in _X_ Pull-out
 Indicate Proficiency Level: _ _ Beginning _ Intermediate _X_ Advanced

School District: 04M School Building: **PS 171 Patrick Henry**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:45	Subject (Specify) Morning Enrichment	Subject (Specify) ESL	Subject (Specify) Morning Enrichment	Subject (Specify) ESL	Subject (Specify) Morning Enrichment
2	From: 8:45 To: 9:30	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop
3	From: 9:30 To: 10:20	Subject (Specify) ESL Writers Workshop	Subject (Specify) Writers Workshop	Subject (Specify) ESL Writers Workshop	Subject (Specify) Writers Workshop	Subject (Specify) ESL Writers Workshop
4	From: 10:20 To: 11:10	Subject (Specify) Music	Subject (Specify) Computer Lab	Subject (Specify) Science	Subject (Specify) Library Skills	Subject (Specify) Gym
5	From: 11:10 To: 11:30	Subject (Specify) Word Work	Subject (Specify) Word Work	Subject (Specify) Word Work	Subject (Specify) Word Work	Subject (Specify) Word Work
6	From: 11:30 To: 12:20	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 12:20 To: 1:00	Subject (Specify) Spelling	Subject (Specify) Spelling	Subject (Specify) Spelling	Subject (Specify) Spelling	Subject (Specify) Spelling
8	From: 1:00 To: 1:40	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop
9	From: 1:40 To: 2:20	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies
10	From: 2:20 To: 3:20	Subject (Specify)	Subject (Specify) Reading Comprehension	Subject (Specify) Math Problem Solving	Subject (Specify) E.S.L.	Subject (Specify)

SAMPLE STUDENT SCHEDULE (BILINGUAL)

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

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

curriculum documented in grade level curriculum maps with specific teaching points and skills. Through a 'push-in' model, the ESL teacher works directly with students in the regular classroom to reduce class size and facilitate small group instruction. Student learning is closely monitored through analysis of running records, portfolio assessment, periodic acuity results, writing samples and pre/post unit tests. Classroom teachers meet monthly with the Principal to review student progress, analyze data and discuss the instructional program. The Principal also meets weekly with the ESL teacher to discuss individual student progress, implementation of specific strategies and professional development needs.

Students entering the school are assessed for their proficiency in language arts and mathematics skills in order to provide the most appropriate strategies and interventions. Students identified as eligible for ESL services receive direct support from the ESL teacher through both a 'push-in and pull-out' model in the regular education classroom. The ESL teacher works closely with the classroom teacher incorporating small group instruction and a co-teaching model to reinforce and develop specific skills related to language acquisition and reading comprehension. The ESL teacher maintains ongoing communication with classroom teachers and other specialists regarding each student's plan. Their progress is continually monitored and assessed by the NYSESLAT, as well as, results from New York City Periodic Assessments and the New York State Assessment in ELA, Mathematics, Science and Social Studies. In addition, the ESL teacher and classroom teachers continually assess students through running records, teacher conferences and observation of student performance within the classroom and small groups.

For the 2008-09 school year, Patrick Henry will offer a supplemental ESL After School Program under Title III for beginner, intermediate and advanced level students to ensure that our ESL students have the maximum opportunity to fully develop their English Language Skills. The After School Program will offer ESL students motivating opportunities to apply their skills using a variety of enriching language resources and technology.

In this regard, students will have the opportunity for 'hands on' reinforcement of skills through small group activities using laptop computer access. Following direct instruction by the ESL teacher, students will apply their new learning through software programs and learning websites. The focus will be to improve student comprehension of both fiction and nonfiction reading through activities incorporating use of graphic organizers, read aloud, reader's theater, vocabulary games and technology.

The After School Program will be offered three days per week by a certified ESL teacher on Tuesday, Wednesday and Thursday afternoons from 3:00 – 5:00 p.m. beginning in February and continuing through June, 2009. The ESL Teacher, in coordination with a classroom teacher will provide support to enhance the current instructional program for eligible students whose parents choose to have them participate in the after school program. Parents will be contacted through an informational letter to ensure that they are aware of this new offering. They must notify the school in writing if they do not want their child to attend the program.

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Patrick Henry Preparatory School (P.S. 171) has a well documented professional development program focused on increasing student achievement through meeting the diverse educational needs of our children through a planned and systematic approach to curriculum, instruction and assessment. For the 2008-09 school year, teachers have received ongoing professional development through faculty workshops, grade level meetings and Department of Education programs focused on differentiated instruction. Specific strategies were provided for students receiving special education and ESL support. Teachers meet monthly with administration to review individual student progress and discuss specific 'action plan' strategies to improve student performance. Professional development, at the school level, is ongoing and continuous, through grade level team meetings, faculty conferences, network workshops, DOE workshops and university affiliated programs.

UPDATED – APRIL 2009

In addition to the school-based professional development program, the ESL teacher, elementary and middle school teachers will attend workshops specifically focused on the instructional needs of our English Language Learners. As specified in the Title III grant, only the cost of substitutes will be included in the proposed budget. The workshops will include:

Reading and Writing on Demand for Middle Schools (February 23, March 17 and April 21)
 8:30-3:30 p.m.
 FAMIS # TLELL0036

Demystifying ELL Data (March 23, 24 and April 2)
 8:30 – 3:00 p.m.
 FAMIS #TLELL0026

Attendance at the ‘Reading and Writing’ workshop will provide specific strategies to increase student achievement in English Language Arts for our designated ESL students at the middle school level. Two teachers from the middle school will participate in this workshop series with the ESL teacher.

Attendance at the ‘Demystifying the Data’ workshop will support the ESL teacher with use of data for planning and instructional purposes for ESL students. It will increase teacher knowledge base with use of data to inform instruction for ESL students.

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

Patrick Henry School has a strong commitment to engaging parents within activities and programs of our school. In this regard, Patrick Henry has implemented parent workshops twice a month to provide ongoing support for parents so that they can best meet their child’s academic and social needs. These programs are offered at no cost through Title III.

Patrick Henry is continually striving to increase parent participation within the school program and to strengthen the home-school partnerships. Parent feedback from the 2008 School Learning Environment Survey provides positive evidence that we have made significant strides toward enhancing our efforts to increase student achievement through building a strong partnership with all constituents of our school.

Form TIII – A (1)(b)

**Title III LEP Program
 School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$8,951.40	After School ESL Program Staffing: ESL Teacher for 2 hours/day for 3 days per week @ \$49.73/hour for 15 weeks (Feb.-June) Team Teaching Classroom Teacher for 2 hours/day for 3 days per week @ 49.73/hour for 15 weeks (Feb – June) Cost of \$ 4,475.70

Substitutes for Professional Staff Attending Workshops *Reading and Writing Workshop *Demystifying ELL Data	\$1,005.10 Total: \$9,957.50	Substitutes for ESL Teacher and one classroom teacher to attend two (3) day workshops listed @ cost of \$167.60 per diem coverage for total of \$1,005.10
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$3,792.50	English Language Arts Curriculum Mastery Games @ \$112.49 per grade level – Grades 2, 4 and 6 Language Patterns & Vocabulary Kit @\$169.82 Basic Vocabulary Building Kit @\$169.81 Intermediate Phonics and Word Study Kit @ \$275 Vocabulary Based Themed Readers \$317 Spiral Up Phonics – Advanced Phonics Skill Bags for Targeted Instruction @\$1,255 (Benchmark Education) Reading Comprehension Educational Software @ \$490.50 Reader's Theater Early/Fluent Level @ \$379 (Benchmark) Reader's Theater Fluent/Intermediate @ 399 (Benchmark)
Travel		
Other	\$1,250.00	Two Laptop Computers with headphones @ \$625 each Laptops will be used to reinforce comprehension skills and vocabulary in context. Use of headphones will enable both independent and small group instruction with ESL teacher.
TOTAL	\$15,000.00	

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 04M171 For Title III
BEDS Code 31040001071

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	After School ESL Program Staffing: ESL Teacher for 2 hours/day for 3 days per week @ \$49.73/hour per session for 15 weeks (February – June, 2009) Classroom Teacher for 2 hours/day for 3 days per week @ \$49.73 for 15 weeks (February – June, 2009) Cost per teacher \$4,475.70 Substitutes for Professional Staff Attending Two Workshops (Reading and Data offered by OELL). This includes two (2) teachers to attend each three (3) day workshop listed in grant @cost of \$167.60 per diem coverage. Cost for substitutes @ \$1,0005.60 Total Cost for Professional Salaries @ \$9,957.50

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	<p>Language Arts games and activities to support vocabulary development, decoding skills and language patterns:</p> <p>English Language Arts Curriculum Mastery Games @ \$112.49 per grade level – Grades 2, 4 and 6</p> <p>Language Patterns & Vocabulary Kit @ \$169. 81</p> <p>Basic Vocabulary Building Kit @ \$169.80</p> <p>Intermediate Phonics and Word Study Kit @ \$275</p> <p>Vocabulary Based Themed Readers @ \$317</p> <p>Spiral Up Phonics – Advanced Phonics Skill Bags for Targeted Instruction @ \$1,255 (Benchmark Education)</p> <p>Reading Comprehension and Fluency resources:</p> <p>Reader’s Theater Early/Fluent Level @ \$379 (Benchmark)</p> <p>Reader’s Theater Fluent/Intermediate @ \$399 (Benchmark)</p> <p>Reading Comprehension Educational Software @ \$490.50</p> <p>Focused on comprehension strategies and vocabulary in context.</p> <p>Total Cost for Supplies and Materials @ \$3,792.50</p>

This entire section must be completed for each budget submitted.

School District 04M171
BEDS Code 31040001071

For Title III

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	

<p><i>Code 20</i> <i>Equipment</i></p>	<p>Two Laptop Computers with headphones @ \$625 each – To provide visual, auditory and tactile reinforcement of reading comprehension strategies and vocabulary in context. Students will work in small guided groups and individually to reinforce skills.</p> <p>Total cost of \$1,250</p>
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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

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.

Parents of all incoming students are asked to complete the New York City Department of Education "Parent / Guardian Home Language Identification Survey". Using the information gathered from the language survey and parent interviews, the school determines individual written translation and oral interpretation needs to ensure that all family members of the school community are provided with appropriate and timely information in a language that they can understand. There is a bilingual (Spanish) Family Assistant at P.S. 171 who provides translation support, as necessary, for students and parents. The school social worker also provides translation support (Spanish) to families throughout the school year. In addition, there are several parent volunteers who help to facilitate communication with parents and family members who require translation or clarification.

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

The Family Assistant has provided written translation and oral interpretation services for parents over several years. According to past data, there are relatively few parents who require bilingual Spanish translation services at P.S. 171. Most parents have adequate expressive and receptive language skills in English. However, translation services are routinely offered to parents and important school communications are forwarded in both English and Spanish.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services are provided to parents for a number of purposes throughout the school year. Important communications from the school or district are translated into Spanish prior to being sent home. The Family Assistant provides ongoing written bilingual translation services for all parents. The school social worker provides support and translation services to families throughout the year.

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.

Oral interpretation services are provided for all parents and family members who require assistance at school related meetings. Parents attending school conferences and/or educational planning conferences including annual reviews are routinely provided with translation services as needed. This is facilitated through the Family Assistant, school social worker or bilingual paraprofessionals. In addition, parent volunteers are available to assist with the process.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

P.S.171 believes in the importance of ensuring that all Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education as described by the Department of Education. In this regard, the school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance within the required time frame of thirty days. As described, the school provides interpretation services for parents at group and one-on-one meetings such as parent conferences upon request to ensure that parents communicate effectively with the school regarding critical information about their child's education.

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>.

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

1. Enter the anticipated Title I allocation for the school for 2008-2009 **\$505, 216**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **\$5, 052**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **\$25, 260**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year **100%**
5. If the percentage of high quality teachers during 2007-2008 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.

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

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

***(Patrick Henry Preparatory / PS/IS 171 School Parent Involvement Plan 2008-09 is enclosed).**

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the

majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

(Patrick Henry / PS / IS 171 SCHOOL PARENT COMPACT is enclosed)

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

P.S. 171 strives for high levels of academic achievement. In 2004-2008, the school met the state standards for both English Language Arts (ELA) and Mathematics test according to performance indicators. Our academic program is articulated throughout the grades and is standards based. This enables us to build strong foundation skills and a comprehensive knowledge base with critical and higher level thinking skills. Multiple indicators and sources of evidence are used to help teachers collect and analyze information to help them evaluate how to help each of their students. The teachers use different types of assessment tools such as diagnostic, formative and summative including periodic and Scantron assessments. Simulated tests are given several times prior to the state and city exams to ensure that our students are comfortable with test formats. To ensure that the results are used to drive instruction, the principal conducts individual data conferences and meets with the different grade levels to analyze results and develop instructional strategies.

UPDATED – APRIL 2009

At-risk students receive extra support through State Reduction Teachers (grades K-2) and Academic Intervention Specialists (AIS) in grades 3-8 who work collaboratively with classroom teachers to reinforce skills and concepts taught as part of the reading language arts program. Students are exposed to different comprehension strategies embedded within quality leveled literature (using Fontas and Pinnell) through the reading and writing workshop model. Skill development focuses on word study skills, vocabulary development and different levels of comprehension: literal, interpretative, inferential and critical thinking. Skill development includes identifying main idea, recalling details, recognizing cause and effect, identifying sequence, predicting outcomes, drawing conclusions, distinguishing fact from opinion and making generalizations. Questions and discussions are specifically formulated to help students develop critical thinking skills through application of higher order questioning strategies reflecting Bloom's Taxonomy.

In our reading program, there are two specific measurable goals to achieve each year. The first is to help students reading below grade level to read on or above grade level; the second is to bring on-grade level and above grade level students toward the upper end of the scale as measured by citywide and state test scores. In this regard, the goal for the current year is to increase the number of students scoring at Level 3 or above at each grade level by a minimum of 3%. For instance, at sixth grade level, the goal will be to have 67% of students reaching Level 3 or higher on the NYS ELA Test.

P.S. 171 has two full time SETSS teachers who serve identified students in grades K-8. These students are served according to their individual program recommendations. Based on IEP's, the SETSS services are delivered in the general education classroom or in a separate location. Our team of related service providers and School Based Support Tam personnel serve students in general education and special education classes who required related services. We provide all identified students with counseling, speech and language, occupational and physical therapy. These services are also available to students on an at-risk basis. Our school follows a prevention philosophy utilizing all the above personnel to meet individual student needs and provide services as to improve students' academic and emotional development.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

*Extended Day model incorporating three sessions per week of 50 minutes in duration. Students that are approaching standards or identified as being 'at risk' participate in this year long program

*Small group instruction within each classroom (i.e. guided reading) to ensure meeting individual student needs

*Skills development program for "After" the regular Extended Day for students in grades 3-8 from October to March

*Early childhood (K-2) focus on reading strategies, decoding and comprehension skills for 'at risk' students

*Elective course for math support at the middle school level on Friday afternoon

*Vacation reinforcement packets are provided for all students prior to each vacation period

- Help provide an enriched and accelerated curriculum.
- Teacher designed and articulated curriculum maps with teaching points
- Differentiated learning activities for students across the curriculum
- Portfolio assessment of reading and writing progress to ensure appropriate challenge
- High quality classroom library representing a wide variety of genres and authors
 - Meet the educational needs of historically underserved populations.
- Special Education Teacher Support Services are provided to scaffold and meet individual student academic goals that are aligned with the standards
- Licensed English as a Second Language teacher pushes in and pulls out to address needs of English Language Learners
- Related Services personnel that provide the opportunities for counseling, speech and language support, occupational and physical therapy.
- As a result of Inquiry Team outcomes from 2007-08, we will continue to refine and implement strategies with the self-contained special education students in grades 6-8
- Collaborative Team Teaching (CTT) model that serves Kindergarten and first grade in strategic grouping of students to maximize learning and provide least restrictive environment
 - 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.
- At risk students that are identified for counseling are provided with individualized or small group support
- Peer mediation has been introduced to support socialization of learners
- Advisory program designed to place students in smaller groups to better support academic growth will be initiated this year
- Special Education Teacher Support Services are provided to scaffold and meet individual student academic goals that are aligned with the standards
- Related Services personnel provide the opportunities for counseling, speech and language as well as physical and occupational therapy
- Guidance counselors conduct individual conferences with students eligible to explore high school opportunities and guide them through the decision making process

- Skill development program with Academic Intervention Specialists (AIS) provides ‘push in’ small group instruction with English Language Arts and Mathematics
 - ELA Plus periods scheduled for middle school students to support reading comprehension strategies and writing workshop.
 - Are consistent with and are designed to implement State and local improvement, if any.
 - Predictive assessments were used to analyze and assess student progress in English Language Arts and Mathematics with regard to the NYS ELA test
 - Instructionally Targeted Assessments (ITA) as part of Acuity were used to identify student strengths and weaknesses in ELA and Mathematics
 - Simulated ‘in-house’ assessments were used to identify student progress in Social Studies and Science with regard to NYS Testing.
 - Special education students in self-contained classrooms, grades 6-8, participated in Scantron Performance testing to further diagnose and remediate reading comprehension and language development skills
3. Instruction by highly qualified staff.
- Students are taught by teachers licensed in the appropriate subject and grade levels. More than 50% of our teachers have five or more years of experience at the elementary level.
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 School-wide Program to meet the State’s student academic standards.
- Teachers continually engage in opportunities for professional development including graduate coursework, network and regional workshops, university-based conferences and summer programs. In addition, teachers participate in school-based professional development activities throughout the school year through grade level meetings, monthly teacher workshops and designated city-wide professional development days.
 - During scheduled professional development workshops, teachers are offered differentiated workshop opportunities
 - During weekly grade level meetings, teachers reflect on and refine their shared best practices
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- Principal and Assistant Principals attend job fairs to recruit highly qualified teachers
 - Principal networks with university partnerships in order to attract student teachers and prospective teaching candidates

6. Strategies to increase parental involvement through means such as family literacy services.
 - Literacy Coach hosts monthly parent workshops focused on various aspects of the curriculum and assessment
 - Guidance Counselors offer monthly parent programs focused on social and academic issues
 - Parents are invited to special assemblies (i.e. multicultural, holiday and honor roll)
 - Parents are invited to curriculum programs and special events (i.e. Science Fair, Parent Math Night, Readathons)
 - Parents are encouraged to participate in PTA meetings held monthly
 - Parents are kept informed of all school and classroom events through monthly newsletters

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.

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.
 - Grade level teams meet weekly to discuss implementation of curriculum, analyze student work and ongoing assessments.
 - Teachers use rubrics to grade student work to ensure consistency across the grade level.
 - Teachers develop curriculum maps and teaching points collaboratively to reflect specific skill instruction
 - Revisions to the current English Language Arts and Mathematics portfolio reflect grade level recommendations
 - Use of running records and conferring procedures reflect our school video study professional development program
 - Teachers meet monthly, individual and grade level teams, with administration to review and analyze test data
 - Faculty Conferences are utilized for collaborative analysis of data and development of action plans to address student/grade level needs.

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.
 - Principal has individual monthly data conferences with teachers to review student progress with regard to classroom performance, portfolio assessment and results from Acuity periodic and diagnostic assessments.
 - Academic Intervention Specialists (AIS) review student performance data in English language arts and mathematics to ascertain students needing intervention services.
 - Grade level teachers meet weekly to discuss and review student progress with regard to curriculum and assessment decisions.

- Literacy Coach / Data Specialist meets with grade level teachers and reviews class and individual student performance results from ECLAS, ELA and Math State Assessment, Acuity (Periodic and Diagnostic ITA), School Simulations and Running Records.
- Students at lower grades receive additional support with State Reduction Teachers who work with small groups of students for reinforcement and extension activities. At intermediate grades, students receive support with AIS teachers through a 'push-in' model and extended day program. At the middle school level, students receive additional support through small group instruction focused on reading/language arts and mathematics during the regular eight-period school day, as well as, the extended day program.
- Students can participate in Literature, Drama and Math course offerings with the new After School Program.

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.

- P.S. 171 offers a daily breakfast program before school for students
- Parents can enroll their children in the new After School Program from 3:15 – 5:00 p.m. on Tuesday, Wednesday and Thursday afternoons following extended day. The program offers courses including: drama, math problem solving, chess, literature skills, sports, exercise, arts and crafts and chorus. Approximately 125 students are currently enrolled in the fall semester.
- Parents can enroll their children two afternoons a week in the G.O.A. L. Program which uses facilities at P.S. 171 for their program.
- P.S. 171 provides ongoing information and resource materials and brochures on special services and programs related to the needs of our students and families.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (Not Required for PS 171)

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;
 - 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.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

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.
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.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

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.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development 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.

¹ School Under Registration Review (SURR)

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.

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

In keeping with the collaborative nature of our professional learning community at P.S. 171, we will form a curriculum committee to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program. The committee will review our CEP and evaluate school data with regard to our written curriculum, the effectiveness of our curriculum maps and the taught curriculum in English language arts. In concert with this new curriculum committee, grade level teams will continue to meet weekly to discuss their specific curriculum and instructional programs, the Inquiry Team(s) will meet to review and discuss intervention strategies for struggling 'at risk' students in reading and the administrative team will host monthly data meetings with classroom teachers.

Through the Quality Review process, P.S. 171 has been identified as a 'Well Developed' School during the 2006-07 and 2007-08 school years. Our Video Study Professional Development Program was selected for the "Knowledge Sharing" Program (2008) by the Department of Education. The school was also a Winner of the 2007 Broad Prize for Urban Education. Teachers at P.S.171 are reflective-practitioners who are dedicated to provide the highest caliber learning experience for our students. Toward this goal, we will diligently work to assess the extent to which each finding may be applicable and to determine the implications for the school's instructional program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

In keeping with the collaborative nature of the professional learning community at P.S. 171, we will form a curriculum committee to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program. In concert with this new curriculum committee, grade level teams will continue to meet weekly to discuss their specific curriculum and instructional programs, the Inquiry Team(s) will meet to review and discuss intervention strategies for the target 'at-risk' students and administrative team will continue their monthly data meetings with teachers.

Results from the NYS Math Test indicate that during the 2006-07 and 2007-08 school years, a significant number of our students in grades three to eight reach proficiency levels. This would seem to indicate that there is internal consistency with the implementation of the instructional program and alignment with curriculum to state standards. In addition, through the Quality Review process, P.S. 171 has been identified as a 'Well Developed' school during the 2006-07 and 2007-08 school years. Our Video Study Professional Development Program was selected for the "Knowledge Sharing" program by the Department of Education and the focus for the current year is on "Differentiating Instruction in the Math Classroom". During both the June and August Professional Development Workshops, teachers attended programs addressing the differentiated needs of learners in mathematics at the early childhood (PreK-2), elementary (3-6) and middle school (7-8) levels.

Teachers at P.S. 171 are reflective-practitioners who are dedicated to provide the highest caliber of instruction for all of our students. Toward this goal, we will diligently work to assess the extent to which each finding may be applicable and to determine the implications for the school's instructional program in mathematics.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically

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focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Instructional Cabinet will meet to review and analyze the effectiveness of the repertoire of instructional strategies incorporated within the English language arts program at P.S. 171 in order to assess the extent to which each finding is applicable and to determine the implications for the school's English language arts instructional program. As part of this process, the Instructional Cabinet will review the progress with implementation of differentiated instructional strategies and plan appropriate staff development workshops to promote 'best practices' at each grade level. As documented in our CEP Action Plan, P.S. 171 is working to implement a school-wide model of differentiated instruction to maximize student learning and engage and activate multiple intelligences and talents. As part of our action plan, teachers are engaged in book study reflecting on The Differentiated Classroom by Carol Ann Tomlinson. In addition, teachers have participated in training with video study focused on conferring with students as an integral part of the workshop model.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics

classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Instructional Cabinet will meet to review and analyze the effectiveness of the repertoire of instructional strategies in mathematics implemented within the elementary and middle school classrooms in our building to assess the extent to which each finding is applicable and to determine the implications for the school's mathematics instructional program. As part of this process, the Instructional Cabinet will review the progress with implementation of differentiated instructional strategies and plan appropriate staff development workshops to promote 'best practices' at each grade level. As documented in our CEP Action Plan, P.S. 171 is working to implement a school-wide model of differentiated instruction to maximize student learning and engage and activate multiple intelligences and talents. As part of our action plan, teachers are engaged in book study reflecting on The Differentiated Classroom by Carol Ann Tomlinson. In addition, our video study program has focused on differentiated instructional strategies in mathematics at the K-2, 3-6 and 7-8 level during the June, 2008 and August, 2008 Professional Development.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

The data specialist reviewed the Staff Organization Roster from the past five years (2004-2009) as part of the Teacher Data Verification Report due on October 31. Analysis of the staff organization charts indicate the approximately half of the teachers at P.S. 171 have been at the school since 2004-05 school year. Teachers at the elementary level have remained at their grade levels during this period with minor adjustments to grade level assignments. For example, the second grade teaching team has remained constant during this period. Teachers who are newer to P.S. 171 (less than five years) have applied through a rigorous interview/demonstration lesson process. Many of the teachers who have been appointed to P.S. 171 have significant prior teaching experience from out-of-state. For example, the eighth grade ELA teacher had ten years experience prior to her appointment. In addition, P.S. 171 has a student teaching partnership with Hunter College. Through this partnership, approximately ten student teachers work with veteran classroom teachers each year to complete their undergraduate training and build their pedagogical skills. After careful review and observations, several of these new teachers have joined the P.S. 171 faculty. These new teachers will continue to be mentored by veteran staff during their first two years teaching.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Teacher experience and stability at P.S. 171 during the past five years, according to data analysis, has proven to be a major strength. The consistency of staff has served to enhance the overall framework of the school program, provides for greater consistency with implementation of instruction and reinforces the school as a learning community for all stakeholders.

Teachers, at each grade level, have worked collaboratively to develop curriculum maps in all subject areas that have been refined over time. They have had the opportunity to develop specific units of study to coordinate with each content area and have gained experience as a team with analysis of specific assessments including running records, NYS ELA and Math tests, ECLAS and Simulations. More recently, they have worked together to analyze data from the Acuity Periodic and Instructional Targeted Assessments (ITA).

Student teachers who are subsequently appointed to positions at P.S. 171 quickly assimilate within their new positions as they are familiar with the instructional program and teaching schedule and well versed with the Workshop Model followed in all classrooms.

Teachers at P.S. 171 have a strong work ethic and are dedicated to meet the social, emotional and academic needs of all of our students. In addition, they believe in a strong parent-school partnership and over time have developed a strong bond with the community. The stability and experience of the staff has provided the impetus for this success.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Instructional Cabinet will meet to review and analyze the implications of the interview data and findings related to professional development opportunities regarding curriculum, instruction and monitoring of progress for English language learners (ELL) as it pertains to the needs of students at P.S. 171.

Initial review of our professional development activities from 2007-08 school year indicate that teachers were provided with two workshops on strategies for differentiated instructional practices at both elementary and middle school level in this regard. Teachers received individual copies of the book, Differentiated Instruction by Carol Ann Tomlinson to read and discuss during grade level meetings. Teachers used time at their grade level meetings scheduled each week to discuss strategies and accommodations from the book. In addition, topics related to English Language Learners have been incorporated within monthly Faculty Conferences.

The Instructional Cabinet will conduct a thorough review of the findings to more accurately assess the determination for our school.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

In development of the Comprehensive Education Plan (CEP), the Instructional Cabinet met to review and refine school goals for the 2008-09 school year. Discussions were held during grade level team meetings and faculty conferences. Recommendations and comments from the Quality Review evaluator were incorporated within the context of the framework of the goals. The reviewers, Gareth Williams, provided positive feedback as to the existing data collection procedures and made suggestions to guide our goals and objectives for the 2008-09 school year.

P.S. 171 has a well established process and procedures in place with regard to data collection to ensure ongoing monitoring and analysis of student work and performance. Teachers meet monthly with the Principal to review student performance data on both formal and informal assessments. These meetings track individual student data, according to skills, in both English language arts and mathematics. The Principal logs individual student progress using charting and graphic organizers. Results from previous year state and city testing are provided for all incoming students.

The Assistant Principals also meet regularly with grade level teams and individual teachers to review student data and ongoing student achievement as demonstrated through portfolio assessment, conference notes and pre and post unit tests, as well as formal assessments.

Results from the NYSESLAT are reviewed thoroughly by the ESL teacher and shared with classroom teachers, SETSS teachers, AIS Teachers and other specialists involved with providing support and assistance to the ELL students.

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The administration also provides support for teachers with scoring and analysis of the New York City Acuity Periodic Assessments. Item analysis is reviewed for each student and a plan of action is developed or revised, as appropriate.

As stated in our CEP Annual School Goals for the 2008-09 school year, a major focus will be to extend the model for uniform data collection in order to better analyze the performance and progress of individual sub-groups including gender, ethnicity, special education and English Language Learners.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

(See 5.1 Above)

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School Based Support Team, in conjunction with the Academic Intervention Specialist (AIS), will meet to review findings with regard to effectiveness of professional development activities to inform and educate the staff regarding special education practices and procedures, effective strategies, interventions, modifications and accommodations to support students with identified special education needs. The goal will be to assess whether recent and newly planned professional development will effectively develop understanding by teachers to fully

implement the range of types of instructional approaches to more fully ensure student success within the least restrictive environment of the general education classroom.

Initial review of the 2007-08 professional development activities indicate that teachers were provided with an overview of the Special Education process including the steps taken with development of an Individual Education Plan (IEP), variety of accommodations and modifications applicable for special education students within the regular classroom learning environment and intervention strategies that research supports for improving student achievement.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School Based Support Team including School Psychologist, SETSS Teachers, Guidance Counselors, Social Worker, Speech and Language Pathologist, in concert with Academic Intervention Specialists, will meet to review findings with regard to current school practices and procedures to assess the extent to which key findings related to Individual Education Plans (IEP) for students with disabilities relate to our school. In this regard, the team will focus their energies on analyzing the alignment between the goals, objectives and modifications documented in their Individual Education Plans (IEP) including promotional criteria and the specific content on which students will be assessed. Review of current Individual Education Plans (IEP) indicates that at P.S. 171, student Individual Education Plans (IEP) reflect social and emotional components with specific behavior goals as appropriate.

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7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jun 26, 2008**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	04m171
School Name	Patrick Henry
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 90,636
Principal Name	Dimitres Pantelidis
Principal Email	Dpantel2@schools.nyc.gov
Principal Phone	2128605801

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 30,720
Summer School Programs	\$ 0
Dedicated Instructional Time	\$ 0
Individualized Tutoring	\$ 0

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

PS/IS 171 will implement an afterschool program to provide support for students in grades 1-6 in the area of ELA. The program will provide 1 hour of additional ELA support twice a week for approximately 20 students on each grade. At the Middle School level the focus of the new afterschool program will be to provide homework support in core subjects for students in grades 7 & 8. The middle school program will offer 1 hour of HW support twice a week to help student successfully complete their HW, study for tests and learn research skills. The program will be offered following the regular extended day program.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)	\$ 0
Professional mentoring for beginning teachers and principals	\$ 18,900
Instructional coaches for teachers	\$ 0
School leadership coaches for principals	\$ 0

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years of teacher/principal assignment)?

- Yes
- No

Please describe the program.

First and second year teachers are provided with mentors who are experienced classroom teachers that have been trained through Hunter College to follow specific protocol and procedures. The mentor teacher observes the new teacher weekly and debriefs following each session. The mentee also observes the mentor teacher weekly to observe best practices. The mentees are observed weekly by Dr. Gonzalez, a professor from Hunter College. Mentees attend classes during the year at Hunter College and both mentor and mentee attend meetings together several times a year. Mentees get college credit for participating in the program and mentors receive a stipend. For the 2008-2009 school year, we have 8-10 mentors/mentees participating in this program.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

There will be additional personnel participating; mentees will keep logs of their observations/conferences; struggling teacher will also be involved even if they have more than 2 years of teaching experience; classes will take place at 171, as well as Hunter College.

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for teachers(e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional leadership development across all curriculum areas)?

- Yes

No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

Yes

No

How much do you plan to allocate for the following program strategies?

Instructional changes \$ 41,016

Structural changes (Please note: You must also be implementing Instructional Changes to choose this option) \$ 0

Please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented.

PS/IS 171 has expanded during the past two years to include 7th and 8th grade classes. Our middle school program incorporates a departmentalized structure with students having 5 core classes (ELA, Math, SS, Science and Spanish) as well as related arts teachers in music, computers, physical education and art. For the 2008-2009 school year, the middle school will implement an advisory program for students that will provide academic and social development support for both 7th and 8th graders. Staff members will serve as advisors to a small group of students throughout the year. PS/IS 171 will work closely with 2 professors from Hunter College, Dr. Gonzalez and Dr. Leblanc who will implement a character development program for the middle school. They will work as consultants for our middle school. This will include professional development for staff, classroom visitations and in-house workshops. In addition, teachers will participate in a summer retreat.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program Expansion

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No

CEP Appendix 8: Contracts for Excellence