



**PATRICK HENRY PREPARATORY SCHOOL  
P.S./I.S. 171**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 04M171**

**ADDRESS: 19 EAST 103 STREET, NEW YORK, NY 10029**

**TELEPHONE: 212-860-5801**

**FAX: 212-860-6079**

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**SECTION I: SCHOOL INFORMATION PAGE**

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

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

**SCHOOL TELEPHONE:** 212-860-5801      **FAX:** \_\_\_\_\_

**SCHOOL CONTACT PERSON:** Mr. Pantelidis, Principal      **EMAIL ADDRESS:** DPantel2@  
schools.nyc.gov

**POSITION/TITLE:**

**SCHOOL LEADERSHIP TEAM CO-CHAIRPERSON:** Jeanne Stein / Giselle DuBois-Ramos

**PRINCIPAL:** Dimitres Pantelidis

**UFT CHAPTER LEADER:** Adam Gerson

**PARENTS' ASSOCIATION PRESIDENT:** Giselle DuBois-Ramos

**PARENTS' ASSOCIATION TREASURER** Michele Caballero

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 04      **SSO NAME:** CFN#3 (Laurence Harvey Network)

**SSO NETWORK LEADER:** Mr. Laurence Harvey

**SUPERINTENDENT:** Ms. Luz Cortazzo

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

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

Name	Position and Constituent Group Represented	Signature
Dimitres Pantelidis	*Principal or Designee	
Adam Gerson	*UFT Chapter Chairperson or Designee	
Giselle DuBois-Ramos	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michele Caballero	Member/ Parent / PA Treasurer	
Guadalupe Santa Maria	Member / Parent / Vice Pres. PA	
Jeanne Stein	Member/ Teacher	
Tina Hernandez	Member/ Assistant Principal	

***Signatures of the members 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.***

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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P.S. 171 is housed in a gothic five story building on 103<sup>rd</sup> Street between Madison and Fifth Avenues. This Pre-K-8 school with 640 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%.

Our school strives for high levels of academic achievement and has a strong parent component. In 2004-2009, 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 in the 2007-08 school year. Students in grades 7-8 experience the challenges of departmentalization and the independence of managing assignments from core and related arts teachers. Their related arts cluster includes 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
- Progress Report Grade of "A" in all Categories - 2009
- Quality Review (2007 and 2008) – Well Developed School
- Recognized for Outstanding Student Performance (New York Daily News) – June, 2009
- Recognized for Outstanding Student Performance (New York Times) – November, 2009
- 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.

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 92<sup>nd</sup> Street Y, Jewish Museum and Museum of the City of New York. P.S. 171 is also affiliated with the Urban Advantage Program to extend science learning beyond the classroom through field trip experiences to the museums within the city.

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 ESL teacher provides support for English Language Learners to improve fluency, decoding, comprehension, speaking and listening skills. 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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>				
<b>District:</b>	04	<b>DBN #:</b>	M171	<b>School BEDS Code #:</b> 310400010171

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	35	36	36		92.8	92.1	TBD		
Kindergarten	60	63	56						
Grade 1	57	64	76	<b>Student Stability: % of Enrollment</b>					
Grade 2	51	51	70	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	70	80	52		96.1	95.5	TBD		
Grade 4	81	80	52						
Grade 5	78	72	77	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	71	86	90	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	54	65	74		78.8	78.8	TBD		
Grade 8		53	59						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					4	6	7		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	558	641	651		1	2	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	2	23	23						
No. in Collaborative Team Teaching (CTT) Classes	5	10	8	Principal Suspensions	5	32	TBD		
Number all others	41	40	42	Superintendent Suspensions	1	9	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	21	32	27	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	3	2	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	33	48	52
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	7	11	11
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	2	1
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.2	0.0	Percent more than two years teaching in this school	60.6	50.0	51.9
Black or African American	35.3	34.8	34.9	Percent more than five years teaching anywhere	54.5	41.7	46.2
Hispanic or Latino	61.3	60.7	59.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	2.5	3.5	Percent Masters Degree or higher	82.0	81.0	85.0
White	1.1	1.9	1.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	89.6	100.0
Multi-racial							
<b>Male</b>	51.1	49.8	48.2				
<b>Female</b>	48.9	50.2	51.8				

2008-09 TITLE I STATUS				
<input checked="" 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"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2
		<input type="checkbox"/>	Restructured – Year ____

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			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
<b>All Students</b>	✓	✓	✓			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	✓	✓	✓			
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓	✓	✓			
Limited English Proficient	✓	✓	✓			
Economically Disadvantaged	✓	✓	✓			
<b>Student groups making AYP in each subject</b>	5	5	5			

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

## CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	101.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7 (A)	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	25.0 (A)	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	54.4 (A)	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.			

## 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review 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 implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

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

Patrick Henry School, P.S. / I.S. 171 has been recognized most recently by the New York Daily News (June, 2009) for its consistently successful efforts to increase student achievement over the past four years. According to results of the 2008-09 Progress Report, P.S. 171 achieved an overall score of 101.4 (out of 100) with a grade of "A" in School Environment, Student Performance and Student Progress. The school was also cited for 'Closing the Achievement Gap' with exemplary gains for their high-need students including English language learners and special education students. Student performance on the New York State ELA and Mathematics tests (grades 3-8) tests showed 80% of students achieved proficiency score of 3 or higher in ELA with 93% of students achieving a score of 3 or higher on the Mathematics test for the 2008-09 school year. 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. 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. "

P.S. 171 has also been recognized for 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 and Read 180. The Inquiry Team worked closely with other schools in the Laurence Harvey Network and presented at a well attended Inquiry Share Fair in June.

### Significant Performance Trends

In reviewing performance data from the New York State English Language Arts and Mathematics 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 that our students having greater difficulty with expository writing as compared to narrative writing. Portfolio assessment pieces further provide additional evidence in this regard. The results from the 2008-2009 New York State English Language Arts and Mathematics also show a discrepancy between ELA and Math of about 13% with 80% of students, grades 3-8, scoring Level 3 or higher in ELA versus 93% of students, grades 3-8, scoring Level 3 or higher in Mathematics. A similar trend was identified with results from NYS ELA and Mathematics tests in 2007-2009 with a discrepancy of 12% between student performance, grades 3-8, in ELA and Math. Students achieved 68% Level 3 Proficiency or higher in ELA with 80% Level 3 Proficiency or higher in mathematics during this time period. 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 AIS, ESL and SETSS teachers.

During the 2008-09 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, vertical planning, use of Smartboard technology and workshops to provide strategies and resources for Special Education students and English Language Learners.

Significant aids that support our instructional program include our School Based Support Team, newly revised ‘push-in’ model for our Academic Instructional Specialists (AIS) and SETSS program, extensive classroom libraries and teacher professional development resource libraries. The school continues to focus its effort to strengthen the home-school connection through monthly parent workshops focused on both academic and social issues. In addition, the school has upgraded the availability of technology to support instruction through the introduction of Smartboards to engage students within the classroom setting. Redesign and upgrades to the existing computer lab with the possible addition of a middle school computer lab has been set as a goal for the 2009-2010 school year.

## 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 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR 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.

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1. By June 2010, as a result of increased understanding and more systematic analysis of different data sources by classroom teachers, grade level teams and support specialists, an increased number of students identified as English Language Learners (ELL) will demonstrate positive growth in reading comprehension, fluency and written comprehension according to results of ELL Periodic Assessment, Fountas and Pinnell Running Record and Portfolio Writing Prompts. Students will achieve at least one reading level increase on the Fountas and Pinnell Running Record from September, 2009 to June, 2010.
  
2. By June, 2010, as a result of systematic implementation of differentiated instructional strategies (i.e. flexible grouping), analysis of student work and curriculum and collaborative team teaching between classroom teachers and support specialists (AIS, ESL, SETSS, Speech and Language, State Reduction), there will be a noted increase in the level of student engagement through the core curriculum as observed through the use of walk-through rubrics.
  
3. By June 2010, as a result of implementation of inquiry-based science strategies and more consistent practice with the scientific process, we expect that an increased number of eighth grade students (3%) will achieve proficiency level on the New York State Intermediate Level Science Test given in June, 2010.
  
4. By June, 2010, as a result of collaborative efforts by the Middle School team to refine and further develop the Middle School Model to more comprehensively address the academic, social and emotional needs of our seventh and eighth grade students, student motivation and engagement will be positively impacted as demonstrated by improved attendance, improved on-time punctuality and higher student rating based on Student Learning Environment Survey completed in April, 2010.



**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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR 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><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2010, as a result of increased understanding and more systematic analysis of different data sources by classroom teachers, grade level teams and support specialists, an increased number of students identified as English Language Learners (ELL), will demonstrate positive growth in reading comprehension, fluency and written comprehension according to results of ELL Periodic Assessment, Fountas and Pinnell Running Record and Portfolio Writing Prompts. Students receiving ESL services will achieve at least one reading level on the Fountas and Pinnell Running Record from September, 2009 – June, 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Continue to implement revised ‘push-in’ model for support services that promotes small guided groups for instructional reinforcement including English Second Language (ESL), Academic Intervention Specialists (AIS), Special Education (SETSS) and Speech and Language teachers.</li> <li>• Provide training and technical support for use of data available through ARIS</li> <li>• Monthly data conferences with Principal / Assistant Principal to discuss data results with regard to student progress and classroom performance</li> <li>• Monthly grade level meetings to focus on sharing data and identifying patterns and trends in student performance</li> <li>• Continue to administer running record assessments and language arts assessments as part of Portfolio process.</li> <li>• Administer Periodic Assessment for English Language Learners (ELL) in fall and spring.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• English Second Language (ESL) Teacher, Special Education(SETTS) Teachers, Coaches and Academic Intervention Specialists (AIS), will review student data at individual, class, grade and school levels.</li> <li>• Administrators will closely monitor student portfolio maintenance through weekly/monthly data meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will have opportunity to engage in professional development designed to provide training and technical support using ARIS and Excel as tools for data tracking and analysis.</li> <li>• Inquiry team(s) will meet weekly to discuss best practices for data analysis and action research.</li> <li>• Teachers will meet weekly at grade level to discuss student work, curriculum alignment, portfolio assessment and formal testing results.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• During grade level conferences, teachers will bring portfolios and supporting documentation, discuss whole class and individual student progress in conjunction with periodic assessments and performance data</li> <li>• Teachers will maintain evidence of student work in individualized</li> <li>• English Second Language (ESL) Teacher will analyze results of ELL Periodic Assessment in fall and spring.</li> </ul>

**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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR 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):**  
**Differentiated Instruction**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2010, as a result of systematic implementation of differentiated instructional strategies (i.e. flexible grouping), analysis of student work and curriculum and collaborative team teaching between classroom teachers and support specialists (AIS, ESL, SETSS, Speech and Language, State Reduction Teachers, there will be a noted increase in the level of student engagement through the core curriculum as observed through the use of walk-through rubrics.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Instructional Cabinet will focus professional development on differentiated instruction to address content, process and product</li> <li>• Instructional Cabinet will develop a resource manual for each professional development activity</li> <li>• Grade level teams will dedicate monthly meeting to analyze student work (horizontal articulation)</li> <li>• Faculty conferences will provide monthly opportunity for cross-grade level collaboration (vertical articulation)</li> <li>• Video Study Program will continue to focus on teachers at each grade span (PreK-2, 3-5, 6-8) implementing differentiated instructional strategies across the curriculum in their classrooms</li> <li>• Teachers will follow Video Study Protocol to reflect on differentiated instruction in practice during professional development in August, November and June</li> <li>• Teachers will incorporate flexible/guided grouping patterns for English Language Arts (ELA) and Mathematics to ensure that individual student needs are met (acceleration, reinforcement/remediation, modifications and accommodations)</li> <li>• Academic Intervention Specialists (AIS), English Second Language (ESL), Special Education Teachers (SETSS) and Special Education Providers (i.e. Speech and Language, Counseling) will develop schedules that promote a collaborative ‘push-in’ model</li> </ul>

	<ul style="list-style-type: none"> <li>• Principal will develop a schedule of monthly in-house professional development opportunities to further develop skills and refine understanding of differentiated instruction</li> <li>• Principal and Assistant Principals will conduct weekly walkthrough's to observe implementation of differentiated instructional strategies at each grade level</li> <li>• Principal will meet monthly with grade level teams to discuss student progress and curriculum planning</li> <li>• Principal will meet monthly with individual teachers to discuss relevant data (i.e. Simulations, Periodic Assessments, Portfolio Collection) with regard to student progress and individual student needs</li> <li>• Principal will begin installation of "Smartboards" (Phase One) for elementary and middle school classrooms.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will be encouraged to attend professional development sponsored by Department of Education (i.e. Teaching and Learning, Office of English Language Learners), Children's First Network (CFN3), local universities and in-house programs to enhance their understanding and skills</li> <li>• Teachers will have opportunity to work with Consultant /Professor from Hunter College on weekly basis</li> <li>• Principal will schedule series of training sessions for staff to learn how to maximize learning with use of "Smartboards"</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Principal and/or designee (Assistant Principal) will maintain walkthrough observation sheets</li> <li>• Teachers will complete evaluation forms and reflections for each professional development activity</li> <li>• Grade level teams will maintain minutes /data from their weekly/monthly meetings focused on analyzing student work</li> <li>• Support Specialists (AIS, SETSS, ESL, Speech and Language) will provide updated schedules of 'push-in' model</li> </ul>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Special Education Teachers (SETSS), Academic Intervention Specialists (AIS), English Second Language (ESL) and Special Education Providers will use ‘push-in’ model to provide direct support for students during science instruction.</li> <li>• Science teachers will have opportunity for professional development through the Urban Advantage Network</li> <li>• Principal will purchase ‘Smartboard’ technology for installation in each of the Science Labs (K-4, 5-6, 7-8)</li> <li>• Principal will schedule a series of professional development sessions in ‘Smartboard’ technology to introduce and train teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers will maintain evidence of student inquiry-based learning in various forms including reflections, portfolio pieces and long term projects</li> <li>• Students will demonstrate growth in science learning through simulation assessments based on NYS Intermediate Level Science Test</li> <li>• Students will design and develop projects that demonstrate inquiry-based understanding of science for annual Science Expo celebration</li> <li>• Middle School Coordinator in collaboration with middle school team will develop Extended Day schedule to reflect small group support for science projects</li> <li>• Administrators will observe teachers implementing lessons with the lens of inquiry-based science instructional strategies through class visitations and formal observations</li> </ul>



	<p>Advisor to develop activities and programs to engage students within the middle school (i.e. dances, afterschool movies, eighth grade trip)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Principal will provide opportunity for middle school teachers to work collaboratively with two consultants/professors from Hunter College on weekly basis who are specialists in understanding adolescent behavior.</li> <li>• Principal and Middle School Coordinator will develop a schedule to provide time for teachers at seventh and eighth grade level to hold team meetings on weekly basis.</li> <li>• Middle School Coordinator will develop schedule to facilitate monthly lunch meeting for middle school teachers, including seventh, eighth and cluster teachers to meet</li> <li>• Middle School Coordinator will revise schedule to provide opportunity for small groups of middle school teachers to be available for meetings during the week at same time.</li> <li>• Principal will provide time during Professional Development days (November &amp; June) for middle school teachers to meet as group to review and discuss pertinent issues.</li> <li>• Middle School Coordinator will develop weekly newsletter for middle school teachers to keep team informed and maintain open lines of communication.</li> <li>• Principal will meet monthly with content teachers to review data, discuss student progress and implementation of curriculum.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Middle School Coordinator and Dean of Students will track number of referrals for Afterschool and Saturday Detentions.</li> <li>• Middle School Coordinator, Guidance Counselors and Middle School Teachers will monitor student progress with semester grades for academics and behavior</li> <li>• Students will provide feedback regarding new “Test Prep” course and field trips to Specialized high schools</li> <li>• Middle School teachers will maintain minutes from their weekly committee meetings and share with faculty</li> <li>• Middle School Coordinator maintain agendas from monthly meetings</li> <li>• Middle School Team will review and reflect on results from Learning Environment Survey (Student)</li> </ul>

**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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
K	25	25	N/A	N/A	5	0	6	0
1	35	35	N/A	N/A	10	0	8	0
2	35	35	N/A	N/A	15	0	6	0
3	15	15	N/A	N/A	20	0	8	0
4	15	15	15	15	10	0	7	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:**

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b>  <b>Lower Grade State Reduction Teachers (K-2)</b></p> <p><b>Upper Grade Reading AIS Teachers (Grades 3-8)</b></p>	<p>These teachers work in grades K-2 classrooms to support skill development for primary grade 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 three 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><b>Mathematics:</b></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 teachers 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><b>Science:</b></p>	<p>The Academic Intervention Specialists (AIS) work with classroom teachers, science cluster teachers and middle school science teachers (grades 3-8) to support content area reading comprehension and vocabulary development. Through a combination of a ‘push in’ model with the classroom teacher and small groups during extended day, the AIS specialists provide support for students with science reading and vocabulary.</p>

<b>Social Studies:</b>	<p>The Academic Intervention Specialists (AIS) work closely with classroom teachers (grades 3-8) and the social studies middle school teachers (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.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>The three guidance counselors 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.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>The school psychologist conducts diagnostic assessments of at-risk students referred for testing and evaluation as part of an interdisciplinary team.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>The school social worker services 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.</p>
<b>At-risk Health-related Services:</b>	<p>The School Nurse conducts small groups with students (i.e. asthma) to review information and procedures.</p>

## **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 (2009-2010) LAP narrative to this CEP.

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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 one certified ESL teacher (K-8) and one content area teacher certified to teach Spanish to students in grades six, seven and eight. In addition, there is one Special Education Teacher (SETSS) with bilingual certification.

Parents of all incoming students are asked to complete the New York City Department of Education "Parent/Guardian Home Language Identification Survey" with the assistance of a licensed pedagogue, to determine how well the new student understands, speaks, reads and writes in English. The survey consists of an informal interview, in both English and native language, if necessary. During the interview, questions are directed to the student and parent to properly measure English proficiency levels. The support of a licensed pedagogue is important to ensure that the interview results accurately reflect parent preferences 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 by the ESL teacher with other key support service personnel to ensure a smooth transition to the new school environment. The entire screening identification process is completed within the ten day timeframe from the school enrollment date.

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 for the past ten years.

### **ELL Demographics**

At the present time, there are thirty-seven students identified as English Language Learners (ELL) with three students at the Beginner level, five 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 7% of the total student population of 650 students at the school. Approximately half of our identified ELL students are Spanish speaking (30), with other languages represented include Bengali (4), French Haitian Creole (2), and Indonesian (1) according to

current data. General education students and special education students receiving support from both the ESL and SETSS teacher participate fully within the regular education program. There are two special education students who receive instruction within a self-contained classroom setting with one student at sixth grade and one student at seventh grade. Both the special education teacher and the ESL teacher support these students.

The numbers of students who receive ESL services by grade level are delineated below.

Kindergarten	(2)
First Grade	(8)
Second Grade	(4)
Third Grade	(3)
Fourth Grade	(4)
Fifth Grade	(3)
Sixth Grade	(5)
Seventh Grade	(3)
Eighth Grade	(4)

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 2008-2009 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. P.S. 171 also has a School Leadership Team (SLT) composed of parents, teachers and administrators, who meet monthly and attend district programs focused on parent and student issues. 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 Counselors, Administrators, Parent Coordinator and Family Assistant are always available to speak with parents who have questions or concerns about their child’s participation. In addition, 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 as with translation services as needed. Parents may schedule conferences with the ESL teacher, support specialists or coaches throughout the year. As described above, we explain in detail the Free

Standing ESL Program that parents have indicated preference. We also explain, with specifics, the components of each of the three types of programs to ensure that parents make an informed decision for the child. The trend over the last few years is that the parents for students identified for ESL services is that 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. In order to ensure that the entitlement letters are distributed and parent survey and program selection form are returned, we provide informal and formal parent orientations and workshops hosted by the ESL teachers, literacy coach and bilingual teacher.

### **Assessment Analysis**

In examining assessment results of the NYSESLAT from 2008-2009, there are a number of steps taken to ensure that student progress is analyzed longitudinally across different modalities. As part of this process, the ESL teacher reviews the NYSELAT results for each student's from previous year in four modalities: listening, reading, speaking and writing to assess individual progress. Each strand is analyzed according to component skills to better understand individual results. A typical pattern that emerges is students lag behind in their written expression due to the lack of vocabulary and syntax miscues. This occurs because their native language syntax is different and the transfer is difficult for the students. In reading, one of the major problems is fluency which interferes with student comprehension because they are preoccupied with basic decoding of vocabulary in context rather than comprehending the text. In the modalities of listening and speaking, our ESL students tend to do fairly well according to the results of the NYSESLAT Modality Report. The information gained from in-depth analysis of the NYSESLAT (RNMR) provides essential information for curriculum planning, skill development, pacing and sequencing of comprehension strategies and accountable talk activities to increase fluency and comprehension. The results indicating the strengths and weaknesses of individual students inform the instructional program both within the regular classroom setting and the individualized support of the ESL teacher.

During the 2008-09 school year, three 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 three students, recently screened with LAB-R, all three 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 skills. Thirty-two students of ELL students received Level 3 Proficiency on the NYS ELA Test last year with eleven students receiving Level 2. Only one student scored at Level 1. According to results of the NYS Science Test given in grades four and eight, three students received Level 3 or higher and two students 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 (2008-2009)**

Grade	LAB-R	NYSESLAT			TOTAL ELLs
		Beginner	Intermediate	Advanced	
K	1 ELL	1	0	0	1
1		1	1	1	3
2		0	6	3	9
3		0	1	2	3
4		0	1	3	4
5	1 ELL	0	3	0	3
6		0	4	0	4
7		0	2	1	3
8	1 ELL	0	2	1	3
<b>Total</b>	<b>3</b>	<b>2</b>	<b>17</b>	<b>11</b>	<b>33</b>

**ELA Scores (no NYSAA) (2008-2009)**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3			(3 students)		3 students
4			(2 students)		2 students
5		(4 students)			4 students
6		(3 students)	(2 students)		5 students

7		(1 student)	(2 students)		3 students
8		(1 student)			1 student
<b>Total</b>		<b>(9 students)</b>	<b>(9 students)</b>		<b>18 students</b>

### Science Scores (no NYSAA) (2008-2009)

Grade	Level 1		Level 2		Level 3		Level 4		Total	
	Eng.	NL	Eng.	NL	Eng.	NL	Eng.	NL	Eng.	NL
4	0	0	1	0	1	0	2	0	4	0
8	0	0	1	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 including running records, portfolio projects, Acuity Predictive and Instructionally Targeted Assessments (ITA) and the English Language Learner (ELL) Periodic Assessment. Results from these three Periodic Assessments are reviewed and analyzed by the ESL teacher, classroom teachers, grade level teams and administration. Student scores from the ELA and Math Predictive Tests, the Instructional Targeted Assessments (ITA) and the ELL Periodic Assessment, 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 classroom teachers, ESL teacher, SETSS teachers, AIS teachers and Literacy Coach 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

As part of the criteria used and the procedure followed to place identified ELL students in our ESL Program, phone calls are made home along with proper placement description letters in English, Spanish, Bengali, Chinese and French. The Spanish teacher assists with communication with parents, as needed. The trends of parent requests emphasize an all English instruction with some native language support to ensure that students can successfully access the core instructional curriculum.

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 content and language 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 ten students identified as ELL’s who also receive special education services. Two 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, 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 participate in small groups through Academic Intervention Services (AIS) which provides support through a ‘push-in’ model to students

at grades three to eight. Students at the middle school level, also benefit from ‘push-in’ support from the literacy coach and SETSS teachers in their core content areas. Students at the primary level, receive individualized support, as needed, through the State Reduction Teachers at grades Kindergarten to Grade two..

### **Breakdown of ELL Program Description**

Below is a breakdown of the students receiving ESL services in grades Kindergarten to Grade eight.

Kindergarten	2	(2) Spanish
Grade One	8	(1) Indonesian, (1) Bengali, (6) Spanish
Grade Two	4	(4) Spanish
Grade Three	3	(3) Spanish
Grade Four	4	(4) Spanish
Grade Five	3	(1) Spanish, (1) Bengali, (1) French Haitian Creole
Grade Six	5	(4) Spanish, (1) French Haitian Creole
Grade Seven	3	(2) Spanish, (1) Bengali
Grade Eight	3	(3) Spanish

According to the most current data, P.S. 171 has two (2) SIFE students, two (2) newcomers, five (5) English language learners in years four to six, eleven (11) ELL students receiving special education services and fifteen (15) long term ELL students in attendance at our school.

As previously described, the ESL teacher, through a school-wide ‘push-in’ model, in concert with Academic Intervention Specialists (AIS), at elementary and middle school levels, services identified ELL students at the beginner, intermediate and advanced levels. Students participate in the workshop model for ninety (90) minutes with forty-five minutes focused on reading skills, forty-five minutes focused on writing skills approximately three times a week with additional small group instruction focused on fluency and listening comprehension to ensure that specific students needs are met. In addition, the ESL teacher provides support to middle level students in specific content areas to ensure that they can successfully access the upper level curriculum. 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 accurately diagnose their reading progress and leveled book selection. The instructional program focused 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. 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. There is a detailed curriculum map developed by grade level teams, in concert with the ESL teacher, SETSS teachers and AIS teachers, for each subject area with daily teaching points. The core curriculum at P.S. 171 reflects New York State proficiencies and standards and is aligned with the state assessment program. Teachers have high expectations for student achievement and incorporate a variety of effective differentiated instructional strategies to provide the necessary support for each student. Graphic organizers are used

extensively to help scaffold new learning for English language learners. Stories are tape recorded, computer software programs reinforce new skills and level books ensure that ELL students are working at their instructional levels.

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 several school-based activities such as Student Council and music programs. The C.H.A.M.P.S. program offers both sports and physical fitness activities including basketball, softball, football and yoga. The G.O.A.L. program provides music, technology, crafts, homework support, as well as, counseling and support services for children. In the spring, we offer a Track Program at Randall's Island which is open to students at the upper elementary and middle school grades.

## **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. Specific software programs are incorporated within instruction to meet the individual and ongoing needs of identified students.

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 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 continue to 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 September 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 Workshop Programs during the 2009-2010 will focus on implementation of differentiated instructional strategies and approaches across the curriculum, specific strategies to meet the needs of the English Language Learner and special education student and becoming more cognizant of the needs of the adolescent learner. Teachers will also be offered several workshops on Monday afternoons focused on specific curriculum, best practices

strategies and utilization of data sources. In addition, teachers will continue to attend programs offered through Children First Network (CFN3), Department of Education (DOE) offerings, New York City partnerships 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, ESL teacher, special education teachers, literacy coach, math specialist, academic intervention specialist and school psychologist work collaboratively to support students as they transition between levels.

Patrick Henry School (P.S. / I.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. Students eligible for ESL services are monitored closely by the ESL teacher in coordination with other support specialists including special education, academic intervention, speech and language, literacy coach, guidance counselors and administration. We believe that every student can be successful in accessing the core curriculum when provided with the necessary support and resources. During the 2009-2010, we will continue to dedicate our efforts toward maximizing student achievement for students participating in our Free Standing ESL Program.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** K-8      **Number of Students to be Served:** 37 **LEP**          **Non-LEP**

**Number of Teachers** 1      **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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Patrick Henry Preparatory School (P.S. / I.S. 171) has a current enrollment of 650 students in grades PreK-8 with approximately 60% of our students of Hispanic heritage, 35% African American, 3% Asian and 2% other nationalities. The school is situated in East Harlem on East 103 Street adjacent to the Museum of the City of New York. The school has recently expanded to include a middle school program for seventh and eighth graders. Demographics of our school include a 100% free lunch rate. At the present time, forty-four students are currently identified as English Language Learners (ELL) with majority of the students identified as Spanish speaking. There are a small number of students whose native languages are French, Haitian, Creole or Bengali. Our ELL students fall into beginners, intermediate and advanced learners. All students participate in the regular education program for their academic instruction. The school follows a balanced literary approach to English Language Arts Instruction which incorporates the workshop model for reading comprehension and written language. Students receive approximately three periods daily focused on reading, writing, listening speaking and viewing. Direct instruction is provided by the classroom teacher through whole class mini-lessons, small guided reading groups, individual conferencing and differentiated instructional strategies. To ensure that specific needs 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 the core curriculum and grade level skills.

In our Freestanding English as a Second Language Program, students receive ongoing instruction and reinforcement of their English Language Arts and Mathematics skills through a systematic implementation of 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 2009-2010 school year, Patrick Henry will offer a supplemental ESL Before 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 Before School Program will be offered four days per week by a certified ESL teacher from 7:00 – 8:00 a.m. beginning in October and continuing through May, 2010. 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 before school program. Parents will be contacted through an informational letter to ensure that they are aware of the reinforcement/enrichment program. 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.

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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. For the 2009-2010 school year, the ESL teacher has provided workshop training in specific ELL strategies and a close focus on vocabulary development during both after school and school-wide professional development days. In addition, the ESL teacher has attended vigorous ELL teacher training. 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.

**Form TIII – A (1)(b)**

School: Patrick Henry (P.S. / I.S. 171) BEDS Code: 310400010171

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

<b>Allocation Amount:</b> \$15,000		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$9,978.00	<b>200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$3,772.00	<b>English Language Arts Curriculum Mastery Games at each grade level, Language patterns and vocabulary Kits, <i>Santillana Curriculum Catalog 2008</i> Spotlight Kits</b> Level 1-6, Opening Doors Grade 6 Level K, <i>Benchmark Education K-12 2008-2009</i> Content Connections K-2 BIG BOOKS, <i>Curriculum Associates</i> Academic Workout Series Grades 3-5, WRITE! Classroom package grade 8
<b>Educational Software (Object Code 199)</b>		<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>

<b>Travel</b>		
<b>Other</b>	\$1,250	Two laptop computers with headphones. Laptops will be used to reinforce comprehension skills and vocabulary context. Use of headphones will enable both independent and small group instruction with ESL teacher.
<b>TOTAL</b>	\$15,000	

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

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

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

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

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

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**

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

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. 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>.

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.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	486,185	172,741	658,926
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,861		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,727	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,305		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		8,637	
6. Enter the anticipated 10% set-aside for Professional Development:	48,618		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		17,274	

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

## **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.**

**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 on the NYCDOE website.

### ***SCHOOL PARENT INVOLVEMENT PLAN***

PS/IS 171, Patrick Henry Preparatory School, is committed to involving our parents in the entire educational experience. We feel our mission statement expresses this direct partnership.

### **PATRICK HENRY PREPARATORY MISSION**

#### **P.S. / I.S. 171**

Our mission is to provide quality education that enables all students to be successful today, tomorrow and forever.

***School, home and community will work as partners to ensure each child’s cognitive, creative and social growth.***

Our school will continue its commitment to professional development of all its partners.

PS/IS 171 firmly believes in the strong partnership between school and home.

Research states that strong parental involvement in the educational process greatly enhances and positively impacts the social, emotional and academic achievement of students.

Following are a small sample of procedures and policies in place to afford parents multiple opportunities to be involved within the activities of our school:

Strategic Objective #1: Create and implement a parenting program that bridges the gap between home and school.

- Work closely with the Parent Association to increase parent participation.
- Provide an open door policy for parents/guardians to speak to staff members whenever they have a concern or something to share.
- Provide opportunities for parents to volunteer in the school and participate in workshops and other school sponsored activities.
- Provide grade guest speakers at parent meetings.
- Have student showcases at PTA meetings.
- Distribute monthly classroom newsletters.
- Distribute monthly PA Newsletter.
- Provide parent technology classes
- Provide workshops to support literacy, math and all other curriculum areas.
- Provide Parent/Student Museum Evenings.
- Provide Workshops for parents focused on needs of English Language Learners and Special Education students.
- Provide information about community events for children.
- Association meets the 1<sup>st</sup> Thursday of each month.
- Continue structure of Parent Executive committee meeting once per month
- Attend District Parent Advisory Council Meetings
- Parents Association organize school picture fundraiser
- Offer child/parent morning time together – read to your child
- Offer Cookshop activities for parent/child
- Host Career Day for parent to share with classes about their work experiences.
- Survey Parents for special talents to support school parent programs in arts, cultural traditions, cooking, etc.
- Continue relationship with Mt. Sinai to provide medical care and services for students in the school and community.
- Continue to build on partnerships with Academy of Medicine, Chess-in- the-Schools, 92<sup>nd</sup> Street Y, CHAMPS Sports Program, Jewish Museum, Museum of the City of N.Y., Studio-in-a-School, Hunter College, the Horticultural Society of New York, Urban Advantage Program and the G.O.A.L. After School Program.

I. Please describe your schools’ mechanisms and procedures to inform parents in a timely fashion of meetings, workshops and other opportunities available to parents.

Our school’s mechanisms/procedures in notifying parents are as follows:

- School wide monthly meetings provide ongoing communication with parents through newsletters and flyers, in addition to phone calls, parent conferences and daily conversations during arrivals and dismissals.
- Provide an open door policy for children to speak to a staff member whenever they have a concern or something to share. (i.e. student government).
- Parent Coordinator position to build up and bridge the gap between school and parents – parents and school.
- School Messenger telephone/computer software for messages from school to home
- Disseminate monthly school calendars with student activities
- Disseminate PTA newsletter
- Teachers provide weekly notices to parents that include information about projects and homework

II. Please describe how parents are involved in a decision-making capacity. Include how many parents are involved in your school's leadership team and how they are selected.

Our parents are involved in the decision making process through the Parent Association Executive Board, School Leadership Team and School Safety Team

Constant articulation occurs between home and school through Teachers, Parent Coordinator, Family Assistants and Learning Leaders.

Encourage parents to become members of the School Leadership Team. We currently have three (3) parent members as part of our school leadership team.

III. Please describe how you will assess the efficacy of your parent involvement plan.

Goal: To increase the number of parents who are meaningfully involved in the education of their children as measured by attendance at workshops, family literacy programs and parent conferences.

Objective: By June, 2010, 75% of parents will be involved in student activities as evidenced by parent surveys, attendance, improved student behavior and improved student achievement.

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

**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 on the NYCDOE website.

**SCHOOL PARENT COMPACT  
PATRICK HENRY PREPARATORY SCHOOL  
PS/IS 171**

**THE SCHOOL AGREES**

*To actively involve parents in planning, reviewing and improving the Title I programs and Parent Involvement Policy.*

*To offer a flexible number of meetings at various times so that parents may attend conferences, etc. related to their child's progress.*

*To provide parents with timely information..*

*To provide individual student assessment results for each child and other individual educational information.*

*To provide high quality curriculum & instruction.*

*To deal with communication issues between teachers & parents through:*

- \*Parent-Teacher conferences at least twice a year*
- \*Frequent reports to parents on their child's progress*
- \*Reasonable access to staff*
- \*Opportunities to volunteer & participate in your child's class*
- \*Observations of classroom activities*

*Principal's Signature* \_\_\_\_\_

**THE PARENT/GUARDIAN AGREES**

*To become involved in planning, implementing, evaluating and revising the school Parent Involvement Policy.*

*To participate in parent workshops offered by the school and Region 9 on parenting and teaching and learning strategies.*

*To work with my child/children on schoolwork; read for 15-30 minutes per day for K-1<sup>st</sup> grade students. Ensure that my child in grades 2-8 reads for 30-60 minutes each night in a quiet environment.*

*To monitor my child's/children's:*

- \*Attendance at school*
- \*Homework*
- \*Television watching*
- \*The time my child gets home from school and playing outside*
- \*To share the responsibility for my child's achievement*

*To communicate with my child's/children's teacher's about their educational needs.*

*To maintain open communication with my teenage child/children.*

*To ensure my child has a library card & uses it at least twice a month.*

*Student's Name* \_\_\_\_\_ *Class* \_\_\_\_\_

*Parent's Signature* \_\_\_\_\_

## 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 2004-2009, 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.

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 discussion 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 maintain the high performance level (80%) of students scoring at Level 3 or above at each grade level on the NYS ELA Test.

P.S. / I.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. P.S. 171 also has a full time ESL teacher who provides support for identified English language learners using a 'push-in' model with strong collaboration with the classroom teacher. . In addition, our school has a comprehensive team of related service providers and School

Based Support Team 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. School-wide 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.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o 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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

\*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

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

3. Instruction by highly qualified staff.

- According to the current teacher data, 100% of the teachers providing instruction at P.S. / I.S. 171 meet the standards of being highly qualified. New teachers are provided with mentor support for two years to ensure that they become acclimated to the curriculum, instruction, assessment and high level of expectations established for all teachers at our school.

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

- 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
- Principal works with the Superintendent and Network Leaders to identify and recruit high performance 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.

- P.S. 171 has two full-day Pre-Kindergarten Programs located in the school to provide early childhood learning for approximately forty (40) children each year. These students transition to our regular Kindergarten program with the benefit of having time to become acclimated to the routines and schedules of our elementary school program. Students, in the Preschool Program, participate in a variety of cluster specials including movement/music, art and technology. Parents of preschool children are encouraged to participate in parent workshops and field trips.

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. Teachers are given the opportunity to meet using vertical grouping to ensure collaboration between and among grade levels.
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 Assessments, Periodic and Instructionally Targeted Assessments, School Simulations and Running Records.
  - Students at lower grades (K-2) 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.
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 from 7:30 – 8:00 a.m.
  - For the 2009-2010 school year, P.S. 171 has received grant funding to provide a 'Healthy Fruit Snack' for all students each morning.
  - P.S. 171 provides building space and collaborates with the G.O.A. L. Program to provide afterschool and Saturday programming for students at the elementary and middle school level. Students recommended for the program attend sessions two afternoons a week with option of Saturday programs.

- P.S. 171 keep parents, students and community members informed of special services and programs related to meet the ongoing needs of our students and their families through newsletters, brochures, emails and district level resource materials. Parents are encouraged to attend school, district and community-based programs.

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

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

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

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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 Identified for Improvement**

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

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<sup>1</sup> 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.

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

**APPENDIX 7: 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.

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**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)*<sup>2</sup> 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

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<sup>2</sup> 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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, 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./I.S. 171, a curriculum committee was formed to review the curriculum and instruction 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 reviewed our Comprehensive Education Plan and evaluated school data (i.e. NYS ELA and Mathematics results, portfolio assessments) with regard to our written curriculum, effectiveness of our curriculum maps and taught curriculum in English language arts. In concert with this new curriculum committee, grade level teams discussed their specific curriculum and instructional programs at weekly grade level team meetings and monthly vertical grouping opportunities providing cross grade level articulation. The ELA Inquiry Team met twice monthly to review and discuss intervention strategies for struggling 'at risk' students in reading and vocabulary development at the third to sixth grade level. Teachers also participated in professional development to refine their skills with best practices and effective strategies through our award-winning 'Video Study' program which was selected for the "Knowledge Sharing" program (2008) by the Department of Education. As part of the video study work, teachers volunteer to be video-taped in their classrooms to provide 'hands on' training for their colleagues. Teachers at P.S. /I.S. 171 are truly reflective practitioners dedicated to provide the highest caliber of instruction for our students.

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?

Results from the 2008-2009 New York State ELA tests for students in grades 3-8 at P.S./I.S. support our belief that Patrick Henry/P.S. 171 provides high quality level of instruction for our students that reflects a coherence among the written, taught and tested curriculum for

English Language Arts. Students in grades 3-8 achieved 80% proficiency of Level 3 or higher on the 2009 ELA test with significant gains for ELL and Special Education students. In review of our ELA curriculum, we believe that it is aligned with State and National Standards and reflects the Balanced Literacy philosophy of the NYC Department of Education. Teachers at each grade level develop full year 'Curriculum Maps' for ELA, as well as, all core subject areas, that are reviewed and revised throughout the year by the grade level team in concert with administrators. Curriculum maps address not only units of study and lessons but pinpoint specific skills and 'teaching points' for student learning. The skills and 'teaching points' are reviewed based on formal and informal assessments.

The staff is aware of the importance of providing opportunity for students to produce written products and spoken presentations. The ELA curriculum emphasizes the use of Accountable Talk, narrative and expository written pieces as part of portfolio assessment and listening comprehension activities. These strategies have been embedded within the ELA curriculum at each grade level. At the middle school level, students will be expected to produce "Exit Projects" using specific criteria for each of their core curriculum subjects as part of our ongoing efforts to enrich and expand instruction at the seventh and eighth grade level.

English Language Learners receive support primarily through a 'push-in' model with individual support provided as needed to ensure meeting the ongoing needs of each student. The ESL teacher collaborates with the classroom teachers to ensure continuity of instruction and sequential skill development. In addition, the ESL teacher works closely with SETSS and Special Education Self-Contained teachers who also service students with specific IEP goals. For the 2009-2010 school year, the ELA Inquiry Team will monitor student progress and skills development of English language learners in grades 3-6 as part of our ongoing efforts to ensure that we maximize student achievement of our ELL students as part of our school-wide efforts to increase literacy levels for all children at P.S. /I.S. 171.

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.

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## **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 engaged in, during the 2008-09 school year, 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 formed a curriculum committee to review the curriculum and instruction materials in order to assess the extent to which each finding was applicable and to determine the implications for the school's instructional program. In concert with this new curriculum committee, grade level teams have been scheduled to meet weekly to discuss their specific curriculum and instructional programs with regard to student learning and revisions to developed curriculum maps for mathematics. In addition, the committee reviewed alignment of curriculum and instruction to state assessment following the change in testing dates from March to May. The Inquiry team(s) will continue to review and discuss intervention strategies for the target 'at-risk' students and administrative team will continue their monthly meetings with teachers.

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

Results from the 2009 NYS Mathematics Test indicate that 92.6% of students in grades 3-8 reached Level 3 proficiency or higher. The percentage of students reaching this level was 111.3% as relative to our school's Peer Group. The median student proficiency level was 3.76 (out of 4.50) and was 117.2% as compared to the Peer Group. The percent of students making at least one year's progress was 73.8 with 97% as compared to Peer Group. The percentage of students in the school's lowest 1/3 making at least one year progress was 84.6% and was 102% as compared to Peer Group. These results demonstrate consistent growth in student achievement in mathematics across the grade levels as compared with results from the 2008 math test scores which indicated that 80% of our students in grades 3-8 reached Level 3 proficiency or higher on the NYS Math test. In addition, according to the most recent New York State School Report Card, each of

the five student sub-groups including ethnicity, social economic and disabilities, made Adequate Yearly Progress (AYP) on the ELA, Mathematics and Science tests during years 2007-08, 2008-09 and 2009-10 with 100% participation rate in each subject area. This data would strongly suggest that there is internal consistency with the implementation of the instructional program and alignment with curriculum to state standards. In addition, our Video Study Program which was selected for the "Knowledge Share" Excellence Program has continued to provide authentic professional development for teachers on differentiating instruction in 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 instruction for all students. Toward this goal, we will continue to diligently work to assess the mathematics instructional program and determine the necessary changes to ensure alignment between curriculum, instruction and assessment.

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?

Please see above statements regarding evidence to dispel the relevance of this finding at P.S. / I.S. 171.

See discussion above focused on NYS Mathematics Test Results and Accountability Overview Report and AYP results.

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.

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## 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 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Instructional Cabinet comprised of members of the AIS Team, Special Education/SETSS, Coaches, ESL Teacher and administrators met weekly to review and analyze the effectiveness of the repertoire of instructional strategies incorporated within the English language arts program at P.S. 171 to assess the extent to which each finding was applicable and to determine the implications for the school's English language arts instructional program. As part of this process, the Instructional Cabinet reviewed the progress with implementation of differentiated instructional strategies and planned appropriate staff development workshops to promote 'best practices' at each grade level for the school-wide Professional Development Programs (September, November, June), as well as, monthly faculty conference meetings. As documented in our CEP Action Plan, P.S. 171 has been working for the past two years to implement a school-wide model of differentiated instruction to maximize student learning and engage and activate multiple intelligences and talents.

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?

P.S. / I. S. 171 is committed to provide an equitable and challenging learning environment for all students in our school. Toward this goal, we have implemented a program emphasizing differentiated instruction across the curriculum to ensure that individual learning styles and academic needs of students are addressed on a daily basis. Results of both formal (i.e. NYS ELA, Mathematics, Science, Social Studies), and informal portfolio assessments demonstrate continuous progress of students across ability levels and sub-groups. The New York State Overview and Accountability Report for 2008-2009 indicates that all students made Adequate Yearly Progress (AYP) in ELA, Math and Science. This included all ethnicities, students with disabilities, limited English proficient and economically disadvantaged with 100% participation rate.

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* (SOM<sup>3</sup>) 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Instructional Cabinet met weekly to review and analyze the effectiveness of the repertoire of strategies in mathematics implemented within the elementary and middle school classrooms in our building to assess the extent to which each finding was applicable and to determine the implications for the schools' mathematics program. As part of this process, the Instructional Cabinet reviewed the progress with implementation of differentiated instructional strategies and plan appropriate staff development workshops to promote 'best practices' at each grade level. As documents in our CEP Action Plan, P.S. 171 is continuing 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 current action plan, teachers are differentiating instruction in mathematics through flexible guided groups, acceleration, reinforcement/remediation, modifications and accommodations, analysis of student work, 'push-in' model for support, cross grade level collaboration and video study professional development. The middle school mathematics teachers work collaboratively to ensure continuity and consistency with curriculum, assessment and instructional programming for students.

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?

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<sup>3</sup> 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.

Results of both formal (New York State Mathematics Test (grades 3-8) and informal portfolio assessment indicate that students at P.S. / I.S. 171 are making continuous progress in their mathematics skills. During the past three years, 79% (2006-07), 85% (2007-08) and 93% (2008-09), respectively, have achieved Level 3 or higher on the NYS Math Test with median proficiency scores of 3.51, 3.53 and 3.76, respectively. Percent of students making at least one year of progress was 73.8% for 2008-09 with 84.6% of students in the school's lowest third making one year of progress. As previously described in other sections of this report, students from each of the subgroups represented in our school population made Adequate Yearly Progress (AYP) in Mathematics during the 2008-2009.

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.

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### **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 engaged in, during the 2008-09 school year, 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 last fall and spring. Analysis of the staff organization charts indicate that 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 level 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. / I.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 continue to be mentored by veteran staff during their first two years of teaching.

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

Applicable  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. / I.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, provide 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, Math, Science and Social Studies tests, ECLAS and Simulations. More recently, they have worked together to analyze data from the Periodic Assessments and utilize data from ARIS. 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.

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.

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#### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Instructional Cabinet met weekly during the 2008-09 school year to review and analyze 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. The Language Allocation Policy Committee also met several times during the year to review data specific to English language learners as they developed and refined the Language Allocation Policy (LAP) for our school. The English as Second Language (ESL) Teacher provided guidance and expertise with regard to professional development needs for teachers across the grade levels. In addition to offering a series of workshops on differentiated instructional strategies for reading/language arts and mathematics, P.S. 171 offered several workshops focused directly on 'best practices' strategies for emerging English language learners and the use of disaggregated data as provided by ARIS and other sources. The Instructional Cabinet also planned workshops for the 2009-2010 school year for the September, November and June school-wide professional development programs, as well as, monthly after

school workshop activities and grade level meetings. The agenda from the November 3, 2009 Professional Development “Meeting the Needs of All Students” speaks to the focus of P.S. 171’s dedicated efforts to meet the needs of all learners.

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?

As shared above, teachers at P.S. / I.S. 171 have been provided with professional development opportunities to become familiar with specific ‘best practices’ strategies to meet the needs of our English language learners (ELL) through a series of workshop programs. In addition, teachers are encouraged to use the disaggregated data provided in ARIS to track individual student progress of the different sub-group populations including our English language learners. Also, our English as Second Language (ESL) Teacher has attended a number of professional development programs offered by the Office of English language learners and has shared new resources and strategies through grade level meetings and demonstration lessons. The Instructional Cabinet will continue their efforts to research and develop professional development programs to ensure that the social, emotional and academic needs of our English language learners are met.

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.

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#### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

P.S. 171 has 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 from both formal (New York State ELA, Mathematics, Social Studies, Science) and New York City (ECLAS, EPAL, Periodic Assessments) and informal assessments (running records, writing samples, portfolio pieces). These meetings track individual student progress according to skills across the curriculum. 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 special education providers and shared with classroom teachers, SETSS teachers, AIS specialists and other specialists involved with providing support and assistance to our English language learners. During the 2009-2010 school year, our ELL students will be given the English language learner (ELL) Periodic Assessment in fall and spring to better assess their ongoing progress with acquisition of skills necessary for mastery of language arts skills. In addition, the ELA Inquiry Team will focus their energies on assessing the effectiveness of current 'best practices' strategies to improve comprehension, vocabulary development and fluency with our English language learners in third through sixth grade. All teachers have been trained with accessing class data from ARIS through several workshops and 'hands on' training.

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

Applicable  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?

Results from our School Progress Report for 2008-09 indicated that 31.3% of our English language learners had "Exemplary Proficiency Gains" in ELA and 47.1% in Mathematics. Also, our special education students had 45.7% "Exemplary Proficiency Gains" in ELA and 47.8% in Mathematics. Our school received 25 out of 25 for Student Performance and 54.4 out of 60 for Student Progress, according to the latest School Report Card. Our overall score was "A" with a grade of "A" in categories of School environment, Student Performance and Student Progress. In addition to current monitoring procedures by the administrative team and grade level teams, during the 2009-10 school year, the ELA Inquiry Team will monitor closely both the formal and informal data of our English language learners with specific focus on grades 3-6 to further assess instructional strategies that serve to maximize vocabulary development, fluency and comprehension.

In addition, results from the New York State Report Card indicated that students from each of our subgroups, including English language learners, made Adequate Yearly Progress (AYP) for the 2008-09 school year with 100% participation rate.

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.

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#### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Based Support Team (SBST) in conjunction with the Instructional Cabinet met on a weekly basis to review findings with regard to effectiveness of professional development activities to inform and educate the staff regarding special education practices and procedures, specific instruction strategies, interventions, modifications and accommodations to support students with identified special education needs. The goal of this review process was to develop a repertoire of professional development workshops and presentations that would support teachers in their efforts to more comprehensively meet the ongoing individualized needs of their special education students through expanding the knowledge base of effective instructional approaches and differentiated instructional strategies.

During the 2008-09 school year, teachers were provided with a variety of workshop presentations during the August, November and June school-wide professional development days focused on specific instructional strategies for special education students, as well as, implementation strategies for differentiated instruction applicable to meeting the individual needs of all students. Teachers were also offered after school workshop opportunities during Faculty Conferences and monthly after school programs. Special education teachers meet regularly with grade level teams and individual teachers to share information and resource materials. Through our refined 'push-in' model for supporting special education students within the classroom setting, as appropriate, SETTS teachers provide modeling and demonstration lessons to support the instructional program. For the 2009-2010 school year, the Instructional Cabinet has planned a series of workshop programs during both the school-wide professional development days in September, November and June, as well as, continuing with the after school format.

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?

Results from New York State ELA, Mathematics and Science testing from the 2008-09 school year indicate that our special education students, at each grade level, made significant progress according to their scores and gains in proficiency levels.

In addition, according to the New York State Report Card, our special education students in grades 3-8 successfully met Adequate Yearly Progress (AYP) in ELA, Math and Science for the 2008-09 school year.

A more detailed review of these two reports and student test results according to specific subgroups has previously been discussed in this report.

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.

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### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Based Support Team (SBST) met on a weekly basis to review findings with regard to alignment between goals, objectives and modified promotion criteria that are included in student IEP's and the content on which these students are assessed on grade-level state tests. They reviewed current Individualized Education Plans (IEP) for all students receiving special education services to reflect on whether the IEP's clearly specified accommodations and/or modifications for the classroom learning environment, including instruction. They also reviewed current IEP's with regard to inclusion of appropriate behavior plans, including goals and objectives. As part of the review process, they consulted with the Instructional Cabinet including English language arts, Science and Math specialists. In addition, they discussed and reviewed the newly revised 'push-in' model for providing SETSS and other special education services.

The School Based Support Team (SBST) concluded that there is significant alignment between goals, objectives and modified promotion criteria for students as documented in their Individualized Education Plans (IEP). Students receiving special education services receive support that directly corresponds to curriculum maps developed for each grade level that reflect state and national standards for English language arts, mathematics, science and social studies. They also reviewed accommodations and/or modifications documented for each student with regard to differentiated instructional practices in the classroom setting. The SETSS teachers provided support within the classroom setting to ensure that students receiving special education services received appropriate level of support in their core subject areas as designated in their IEP's. The motivation, attitude and behavior of students receiving special education services were also carefully analyzed through use of the Schools Attuned resource material. As part of this review process, the Instructional Cabinet, in

collaboration with the School Based Support Team provided professional development on several topics including: Understanding the IEP with regard to Accommodations and/or Modifications and Differentiated Instructional Strategies to meet the needs of all learners.

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?

As previously discussed in the Comprehensive Education Plan (CEP), students receiving special education services at P.S. 171 made Adequate Yearly Progress (AYP) according to the 2008-09 State Accountability Report. In fact, all five subgroups at P.S. 171 made AYP (Special Education, English Language Learners (ELL), Black students, Hispanic students and Socioeconomic) The New York City Progress Report for 2008-09 offers further evidence that students at P.S. / I.S. 171 receiving special education support with documented IEP's achieved Exemplary Gains in both English Language Arts and Mathematics. Special Education students achieved 45.7% gains in ELA and 47.8% gains in Mathematics. The percent of students in our school's lowest 1/3 making at least one year's progress was 94% for ELA and 84.6% in Mathematics. During the 2009-2010 school year, the School Based Support Team will continue to monitor the development and implementation of Individualized Education Plans (IEP) to ensure that they are aligned with content –based curriculum and standards with appropriate accommodations and/or modifications, both documented and implemented within the classroom setting and appropriate behavior plans are developed for each student to maximize learning potential for students receiving special education services across all grades.

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.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

Currently, there are seven (7) students identified as Students in Temporary Housing that attend P.S. / I.S. 171 for the 2009-10 school year. The students are enrolled in grades from Kindergarten to Eighth grade.

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

Students at Patrick Henry Preparatory School (P.S. / I.S. 171) are provided with the necessary services to ensure that their social, emotional and academic needs are met so that they successfully participate in all aspects of the school program. Classroom teachers, Cluster teachers, Support Specialist and Special Education Service Providers work collaboratively to ensure that each student's needs are addressed in a comprehensive and timely manner.

Students in Temporary Housing are eligible to receive Academic Intervention Services (AIS) through our 'push-in' model, Special Education Services (SETSS or Self-Contained), English as Second Language (ESL), Speech and Language Services, Counseling Services and other available support as afforded each and every student at our school. In addition, students at the middle school level, can participate in the C.H.A.M.P.S. program as offered in fall and spring. Students receive free breakfast from 7:30 – 8:00 a.m. daily, healthy snack each morning and nutritious lunch.

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

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