



**P.S. 017 HENRY DAVID THOREAU**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 017 HENRY DAVID THOREAU**  
**ADDRESS: 28-37 29 STREET, QUEENS, NY, 11102**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 30Q017      **SCHOOL NAME:** P.S. 017 Henry David Thoreau

**SCHOOL ADDRESS:** 28-37 29 STREET, QUEENS, NY, 11102

**SCHOOL TELEPHONE:** 718-278-1220      **FAX:** 718-278-8257

**SCHOOL CONTACT PERSON:** Cynthia Dickman      **EMAIL ADDRESS:** cdickma@schools.nyc.gov

<b><u>POSITION / TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Luke Meginsky</u>

<b>PRINCIPAL:</b>	<u>Cynthia Dickman</u>
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<b>UFT CHAPTER LEADER:</b>	<u>Sarah Barry</u>
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<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Waleska Martinez</u>
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<b>STUDENT REPRESENTATIVE:</b>	<u> </u>
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*(Required for high schools)*

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

<b>DISTRICT:</b> <u>30</u>	<b>SSO NAME:</b> <u>Integrated Curriculum and Instruction Learning Support Organization</u>
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<b>SSO NETWORK LEADER:</b>	<u>Nancy DiMaggio</u>
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## 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/RulesPolicies/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
Cynthia Dickman	Principal	
Sarah Barry	UFT Chapter Leader	
Luke Meginsky	UFT Member	
Anna Esposito	DC 37 Representative	
Waleska Martinez	Parent	
Denise Martinez	Parent	
Rose Dauge	Parent	
Veronica Mendoza	Parent	

**\* Core (mandatory) SLT members.**

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

### SECTION III: SCHOOL PROFILE

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

P.S. 17 strives to create a positive environment that both supports and encourages students. Pride in students' work is evidenced by the many bulletin boards, which are changed monthly, to reflect all the new learning taking place. Attendance for students in the school is excellent, confirming the positive atmosphere provided by the school. Contributing to this is the implementation of the "Value of the Month" and "LIVE" curriculum, which promotes good citizenship and positive peer interactions. A "Book of the Month" is shared and celebrated throughout the entire student body. Positive behavior is promoted by "Citizen of the Month" and attendance awards are given to individuals and classes with 100% attendance. The latest Quality Review reports that P.S. 17 is a "Well Developed" school.

Academic Programs available in the school include Reading First (for Kindergarten through Third Grade), Harcourt, New York City Cares Early Bird Reading programs, the Wilson Program, Foundations, Reading is Fundamental, Everyday Mathematics, Teacher's College Writer's Workshop, and the "Leadership" Anti-Violence Program. Scantron and Acuity assessment tools are utilized for analysis of data and for assignment of individualized student remediation and enrichment. Hands-on learning is encouraged in all subjects, especially in the numerous experiments conducted through our Science program. Our students are also given the opportunity to expand their learning outside the classroom through the several field trips that each class goes on every year. Teachers work to keep parents aware of the student's progress in between report cards by sending home grade-level appropriate, custom-made Progress Reports.

We receive support from community resources and groups such as Learning Leaders, NYU Dental School, New York Cares, Boy Scouts, Common Cents Penny Harvest, Kress Vision, National Elevator Cab and Door Corporation, American Ballroom Dancing, Queens Historical Society, City Parks Foundation, Mt. Sinai Hospital and the Hospital for Special Surgery.

Extracurricular activities include Learning through an Expanded Arts Program (LEAP), the Fifth Grade Yearbook Committee, New York Cares, Common Cents Penny Harvest, Boy Scouts, and a Student Government Committee.

P.S. 17's Parent Coordinator facilitates many activities and workshops for parents. These weekly activities include, but are not limited to, Arts and Crafts, Book of the Month, English as a Second Language classes, math games, nutrition, immigration, and health awareness workshops. In addition, many teachers provide parent workshops on topics ranging from homework assistance, preparing for the city and state assessments, strategies to be used at home to build literacy and mathematical skills and ways children can use and benefit from resources in the community. The Literacy and Mathematics Coaches, the School Nurse, the Social Worker and the Guidance Counselor also provide workshops and informational meetings for parents.

Thus, P.S. 17 lives out its Mission Statement, which is as follows: "P.S. 17's staff, in collaboration with the home and community, will strive to educate our rich ethnic mix of students, towards the achievement of academic excellence and personal growth".

**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.**

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 017 Henry David Thoreau						
<b>District:</b>	30	<b>DBN:</b>	30Q017	<b>School BEDS Code:</b>	343000010017		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	36	36	36		94.6	94.9	95.1
Kindergarten	116	117	98				
Grade 1	114	107	130	Student Stability - % of Enrollment:			
Grade 2	121	108	106	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	128	117	111		91.1	89.9	90.8
Grade 4	109	117	111	Poverty Rate - % of Enrollment:			
Grade 5	104	100	114	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		77.4	77.4	77.4
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		0	26	19
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		28	21	11
Ungraded	0	6	0	Special Education Enrollment:			
Total	728	699	698	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	4	10	22	Principal Suspensions	34	29	28
# in Collaborative Team Teaching (CTT) Classes	36	46	57	Superintendent Suspensions	5	10	15
Number all others	36	29	22	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	269	239	215	Number of Teachers	52	59	57

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	17	4	7	Number of Administrators and Other Professionals	8	9	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	9	6
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	98.1	100.0	100.0
				% more than 2 years teaching in this school	65.4	66.1	77.2
				% more than 5 years teaching anywhere	55.8	54.2	50.9
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	90.0	90.0	95.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.7	88.7	95.1
American Indian or Alaska Native	0.1	0.1	0.1				
Black or African American	8.2	8.9	8.5				
Hispanic or Latino	53.8	52.9	53.3				
Asian or Native Hawaiian/Other Pacific Isl.	20.2	20.5	19.5				
White	17.6	17.6	16.5				
<b>Male</b>	52.6	50.9	51.9				
<b>Female</b>	47.4	49.1	48.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		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		√	√	-			
<b>Other Groups</b>							
Students with Disabilities		X	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		<b>7</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	71.8			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	8.9			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	11.8			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	43.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7.5						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
				NR = No Review Required			

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## 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?

Based on the 2008-2009 NY State Report Card, P.S. 17 has been identified as a School in Need of Improvement Year 1-Basic. In the 2007-2008 Report Card, P.S. 17 was in good standing. This school became identified as In Need of Improvement because the Students with Disabilities subgroup did not make AYP in the area of English Language Arts for two consecutive years.

### **School-wide: ELA Trends/Aids**

P.S. 17 has accomplished a great deal over the last two school years. According to the school's Progress Report for the 2008-2009 school year, the percentage of students making at least 1 year of progress in English Language Arts increased from 60.7% to 73.8%. Additionally, the percentage of students in the schools lowest third making at least one year's progress increased from 81.7% to 84%. For the school year of 2008-2009, 93% of our students in all student categories scored Level 2 and above, and 63% of all students scored Levels 3 and 4 on the English Language Arts exam.

Strategies used at P.S. 17 by staff members striving to improve student achievement included the following: the use of Smartboards, the use of individualized student assignments on the Performance Assessment Series and Acuity by the majority of the teachers and the school's adoption of a uniform running record system for recording student progress in every grade which allows teachers to better monitor the progress in student reading levels. To prepare students for success on the ELA in Grades 3-5, the lower grade teachers examined data from ECLAS-2, and used this data to form flexible groups in order to differentiate instruction.

Additionally, small class size in the lower grades allowed teachers to better monitor progress and meet the needs of individual students. Conferring with children weekly during 90 minute reading blocks in Grades K-3 was another strategy used with students in the area of ELA. Managing conference notes and running records for reference helped the teachers implement and plan for differentiated instruction.

### **School-wide: Mathematics' Trends/Aids**

In the area of Mathematics, the percentage of students scoring Levels 3 and 4 increased from 76.3% to 78.7% from the 2007-2008 to the 2008-2009 school year. The percentage of students making at least one year of progress increased from 55.6% to 62.5%. It is important to note that 95% of all students scored Level 2 and above and 79% of all students scored Level 3 and above. Small group instruction, weekly conferring, AIS intervention for at-risk students, and the use of Smartboards were adapted to meet the needs of students with different learning styles.

Upon examination of P.S. 17 data, the following trends become evident: the percentage of students in the lowest third making at least 1 year of progress in the area of Mathematics has remained static at 57.7%. We

maintained this level of achievement, although the percentage of students with disabilities taking the New York State Assessment in Mathematics increased from 14.7% to 16.9%.

### **ELLs: Trends**

In terms of closing the achievement gap, the progress report of the 2008-2009 school year shows that 40% of English Language Learners made exemplary proficiency gains (defined as improving at least one-half of a proficiency level) in English Language Arts and 21% of ELLs made similar gains in the area of Mathematics. The percentage of ELLs scoring Level 2 and above rose from 78% to 88%. Despite these gains, ELLs came very close to not making AYP in the area of English Language Arts for the school year of 2008-2009.

### **Students with Disabilities: Trends**

50% of Students with Disabilities students made exemplary gains in English Language Arts and 34% of Students with Disabilities made these gains in Mathematics. The Students with Disabilities population did not make AYP for the school year for the past two years in the area of English Language arts. Based on data from the Division of Assessment and Accountability's nySTART School Report Card 2008-2009, Students with Disabilities had a performance index of 98 in English Language Arts, which was far below the data of all students who had a performance index of 154. Upon analyzing the Diagnostic Acuity report from the Spring of 2009, Students with Disabilities struggled with sequence, identifying details to support text-based conclusions, and determining the author's purpose for writing the text.

### **Data Inquiry: Trends**

The school conducted analyses of the use of data in our school. Every teacher at P.S. 17 was involved in Data Inquiry through the use of conference notes as qualitative data that was used to inform instruction for the school years of 2007-2008 and 2008-2009.

### **Parent Involvement: Trends**

According to the Learning Environment Survey from the 2007-2008 and the 2008-2009 school years, the percentage of parents completing the survey decreased from 91% to 82%. Additionally, the engagement score declined. The engagement score was 7.0 for the 2007-2008 and decreased marginally to 6.6 for the 2008-2009 school year.

### **School-wide: Barriers**

#### **Data Inquiry: Barriers**

Regarding quantitative data, in 2007-08, one inquiry team was formed with a focus on Mathematics. In 2008-09, an additional inquiry team was developed in order to focus on student progress in ELA. While the inquiry process has made positive impact at our school, there is a need to expand the practice of inquiry to inform instruction more systemically throughout the school. Staff at P.S. 17 would benefit from collaborative inquiry work utilizing the ARIS system, and the Acuity and Performance Assessment series in order to more effectively identify areas of need, and plan for differentiated instruction.

#### **ELL and SWDs: ELA Barriers**

Possible barriers affecting the success of these students are the time constraints resulting from city and state mandates (Art daily, Physical Education 2 times per week, Science 4 times a week, Social Studies 3 times week), and the fact that the poverty rate at P.S. 17 remains high at 77.4%. Additionally, it was difficult to provide extra attention and services to Students with Disabilities through after-school programs due to transportation issues necessitating their immediate departure at the end of the school day. Furthermore, the General Education teachers feel that they have not received enough ongoing training on how to interpret and implement IEPs.

## 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
By June 2010, 90% of teachers at P.S. 17 will implement differentiated instruction based on data analysis as evidenced by instruction observed during walkthroughs.	Teachers will meet together regularly to analyze data and identify specific student strengths and weaknesses in order to plan for differentiated instruction. The Data Inquiry Team will meet regularly to analyze the data of their student target group. The Data Inquiry Team will help teachers by replicating best teaching practices to address the needs of their students.
By June 2010, the percentage of ELLs and Students with Disabilities in Grade 3 scoring at Levels 2, 3, and 4 in the area of English Language Arts will increase by 5% as evidenced by the NYS ELA exam.	Student performance in the various subskills in English Language Arts will be examined to discern which areas should be emphasized in order to achieve the greatest student progress. Teachers will use Acuity and Performance Assessment data to analyze areas of weakness for ELLs and SWDs.
By June 2010, parent involvement will increase by 5% as evidenced by attendance at Parents' Association meetings, workshops, and parent teacher conferences.	There has been a small decrease in parent involvement at P.S. 17. The school administration will analyze the Learning Environment Survey and through a needs assessment will determine what parents would prefer in regards to the various workshops and times at which they will be offered.
By June 2010, all students will complete 9 writing samples as an out-growth of Teacher's College Units of study in writing as evidenced by student portfolios.	Student performance in the subskills of content and mechanics will be examined to discern which areas should be emphasized to achieve the greatest student progress. Teachers will use Acuity and Performance Assessment data to analyze areas of weakness for all students in the area of writing.
By June 2010, 85% of the teachers will incorporate the Professional Teaching Standards (PTS) into their instructional practice in order to further their professional growth as evidenced by lessons observed through formal and informal observations.	Teachers will use the Professional Teaching Standards and incorporate these Standards into their lesson plans. Teachers will create Smart goals that will incorporate the Professional Teaching Standards.

## SECTION VI: ACTION PLAN

When the recommendations from the NYSED School Quality Review are released, the action plans will be revised to include the recommendations.

Subject Area  
(where relevant) :

Data Inquiry

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 90% of teachers at P.S. 17 will implement differentiated instruction based on data analysis as evidenced by instruction observed during walkthroughs.</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>• Coaches in the areas of Mathematics and Literacy will support teachers at regular grade meetings. <b>(weekly)</b></li> <li>• Coaches will assist teachers in analyzing student data, planning for differentiated instruction/learning, and aligning instructional strategies to goals. <b>(throughout the year, as needed)</b></li> <li>• Members of the Data Inquiry Team will assess case study students and follow their progress based on various data sources. <b>(monthly)</b></li> <li>• The Data Team will communicate with other teacher teams to discuss their findings. <b>(monthly)</b></li> <li>• Teachers will meet regularly to interpret data, discuss students’ progress and strategies for student improvement. <b>(monthly)</b></li> <li>• Teachers will participate in outside professional development workshops, seminars and network events focused on Data Inquiry work. <b>(when applicable)</b></li> <li>• <b>Monthly</b> newsletters will be distributed to staff by data specialist regarding data inquiry, including strategies to use with students and sample lesson plans.</li> <li>• Professional literature will be provided to staff providing scientific research to support the data inquiry population. Strategies that work will be presented to school community for duplication. <b>(when applicable)</b></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>	<p>Substitutes teachers, Assistant principals, Inquiry Team, PD training and personnel, and Mathematics and Literacy Coaches are funded through one or more of the following: Tax Levy, and NYSTL, Title I, Grant Funding, and Reimbursables.</p>

**Indicators of Interim Progress and/or Accomplishment**

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

**Intervals of Periodic Review:** Monthly

**Instrument of Measure:** Informal administrative and coach walkthrough checklists, School-wide Data Team meeting attendance sheets.

**Projected Gains:** By November, 60%; February 80%; June 90%

**SECTION VI: ACTION PLAN**

**Subject Area  
(where relevant) :**

**ELLs and Students with Disabilities: English Language Arts**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percentage of ELLs and Students with Disabilities in Grade 3 scoring at Levels 2, 3, and 4 in the area of English Language Arts will increase by 5% as evidenced by the NYS ELA exam.</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>	<p>The Literacy Coach and the IEP teacher in conjunction with the Assistant Principals will support teachers working with ELLs and SWDs by:</p> <ul style="list-style-type: none"> <li>• Assisting teachers in analyzing student data, planning for differentiated instruction, and aligning instructional strategy to goals.</li> <li>• Providing professional development to all staff members on differentiated instruction that addresses the needs of their students with IEPs.</li> <li>• Meeting regularly to interpret data, discuss students' progress and strategies for student improvement.</li> <li>• Assessing ELL students and SWDs, and follow their progress based on various data sources.</li> <li>• Providing Professional Development on the use of Acuity and the Performance Assessment Series to aid teachers in looking at Items Skills Analysis to address areas of weakness for SWDs and ELLs</li> <li>• Sending teachers to outside professional development workshops, seminars, and network events through the Integrated Curriculum and Instruction Learning Support Organization, which will focus on addressing the academic needs of ELLs and SWDs.</li> <li>• Visiting classrooms to observe and give constructive feedback.</li> <li>• Coaching teachers in strategies for small group instruction and tutoring during SES programs and Title III after-school programs. ONGOING – SEPTEMBER THROUGH JUNE</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>	<p>Substitute teachers, Assistant Principals, Inquiry Team, PD training and personnel, SES personnel, and Literacy Coaches are funded through one or more of the following: Tax Levy, NYSTL, Title I, Grant Funding, SES Funding, and Reimbursables.</p>

**Indicators of Interim Progress and/or Accomplishment**

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

**Interval of Periodic Review:** Quarterly

**Instruments of Measure:** Interim Assessments, Portfolios, and Fountas and Pinnell Reading Progress Charts, and NYS ELA Exam

**Projected Gains:** ELLs and Students with Disabilities in Grade 3 scoring at Levels 2, 3, and 4 in the area of English Language Arts will increase by 5% as evidenced by the NYS ELA exam.

**SECTION VI: ACTION PLAN**

**Subject Area  
(where relevant) :**

**Parent Involvement**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, parent involvement will increase by 5% as evidenced by attendance at Parents’ Association meetings, workshops, and Parent-Teacher Conferences.</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>• The Parent Coordinator and Parents’ Association will plan parent meetings to provide information on curriculum mandates and State and City assessments.</li> <li>• Continue parent meetings to promote Literacy and Mathematics skills development in the home. <b>(monthly)</b></li> <li>• Hold <b>monthly</b> Parents’ Association meetings. In order to increase attendance at the PA meetings, continue to present the "Citizens of the Month" awards.</li> <li>• Continue “Meet the Teacher Orientations”</li> <li>• Continue workshops and learning leader events conducted by the Parent Coordinator. <b>(monthly)</b></li> </ul> <p><b>Responsible Staff Members:</b> teachers, coaches, parent coordinator, and administrators</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>	<p>Title I, Tax Levy, Grant Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval of Periodic Review:</b> Quarterly</p> <p><b>Instruments of Measure:</b> attendance sheets, Parent-Teacher Conference attendance sheets, Learning Environment Surveys, parent workshop attendance forms</p> <p><b>Projected Gains:</b> 5% for all measures</p>

**SECTION VI: ACTION PLAN**

**Subject Area  
(where relevant) :**

**Writing: Schoolwide**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all students will complete 9 writing samples as an outgrowth of Teacher's College Units of study in writing as evidenced by student portfolios.</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>• Teachers implement the Teacher's College Units of study in Writing.</li> <li>• Teachers instruct students using all the components of writing (Shared Writing, Guided Writing, Interactive Writing, Writing Workshop and Grammar).</li> <li>• Teachers use data collection (formal and informal) to drive instruction.</li> <li>• Teachers have daily conferences in writing addressing the individual student's goals and needs.</li> <li>• Teachers differentiate instruction to increase student achievement and show student progress instruction daily.</li> <li>• Teachers set individual and/or group goals and interim goals in Literacy.</li> <li>• Grades K-3 receive a minimum of 120 minutes of Literacy instruction daily.</li> <li>• Grades 4-5 receive a minimum of 90 minutes of Literacy instruction daily.</li> <li>• A final outgrowth of each unit of study will be the creation of student work reflecting writing skills and strategies introduced during the unit of study.</li> <li>• Inquiry work will include teams of teachers assessing published student work through use of unit-specific rubrics.</li> <li>• Monthly Professional Development will be provided by staff from Teacher's College who will come to P.S. 17 and conduct demo-lessons in the classroom.</li> <li>• Students will work on 1-2 writing pieces per unit with teachers providing small group instruction, one-to-one conferencing, and mini-lessons to address areas of need for the entire class.</li> <li>• Teachers will continue to attend calendar days at Teacher's College for additional professional development.</li> <li>• The Literacy Coach will continue to provide PD for staff in implementing the TC Writing Workshop.</li> <li>• Literacy/Writing lessons will be video taped on a voluntary basis so that teachers can analyze their instruction.</li> <li>• Students will receive additional instruction in the area of Writing while attending SES supplemental before and after school programs. <b>September through June, throughout the year</b></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>	<p>Substitute teachers, English Language Arts Coaches, and TC staff are funded through one or more of the follow: Tax Levy, NYSTL, Title I, Grant Funding, and SES funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval of Periodic Review:</b> Weekly</p> <p><b>Instruments of Measure:</b> writer’s notebooks, pre-writing, drafts, revisions, editing, publishing.</p> <p><b>Projected Gains:</b> individualized based on teacher conferencing, rubrics and instructional goals</p>

**SECTION VI: ACTION PLAN**

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

**Professional Teaching Standards**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 85% of the teachers will incorporate the Professional Teaching Standards (PTS) into their instructional practice in order to further their professional growth as evidenced by lessons observed through formal and informal observations.</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>• Professional development will be provided using the Continuum of Teacher Development; Formative Assessment <b>(weekly)</b></li> <li>• The PTS Continuum will be used to assist teachers in the self-reflection process in order to identify professional goals and working towards the next level of standard. <b>(as needed)</b></li> <li>• Teachers will choose standards as goals to work on this year. <b>(annually)</b></li> <li>• Teachers will incorporate activities that align their professional teaching standard into their lessons. <b>(daily)</b></li> <li>• Professional development will be provided by in-house supervisors, coaches, and by the ICILSSO and ISC. <b>(monthly)</b></li> <li>• Coaches will support classroom teachers in meeting their goals by organizing inter-visitations, modeling, co-planning, co-teaching, and common preparatory professional development meetings. <b>(weekly)</b></li> <li>• Teachers will attend outside differentiated professional development opportunities based on their Professional Teaching goal. <b>(as needed)</b></li> <li>• Professional literature will be provided to teachers by administrators and coaches based on each teacher’s goal. <b>(when applicable)</b></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>	<p>Substitute teachers and English Language Arts Coach are funded through one or more of the following: Tax Levy, NYSTL, Title I, Grant Funding, and SES funding.</p>

**Indicators of Interim Progress and/or Accomplishment**

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

**Interval of Periodic Review:** Tri-annually

**Instruments of Measure:** review of teacher Smart goals, reflection sheets by teachers two times per year, feedback forms from outside professional development opportunities, feedback forms from administrators during formal and informal observations

**Projected Gains:** by February 50%; May 70%; June 85%

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

*Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

**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	17	10	N/A	N/A	0	4	0	13
1	14	8	N/A	N/A	0	4	0	5
2	27	4	N/A	N/A	4	0	0	18
3	30	2	N/A	N/A	1	0	0	9
4	41	11	11	41	1	0	0	4
5	34	24	38	34	5	0	0	4
6								
7								
8								
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 – 5 who are performing at Level 1 or Level 2 on New York State English Language Arts (ELA), Mathematics, Science, and Social Studies assessments

**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.).
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<b>ELA:</b>	ELA Services are provided during the school day, every day, to small groups of students both in a classroom setting and in a separate location. The Harcourt Trophies Intervention Kit as well as the Passport Voyager program is utilized by providers. Providers model, guide and encourage independent practice utilizing strategies for decoding, phonics, vocabulary, fluency and comprehension while supporting literacy skills in need of remediation. The SETSS teacher and other trained special education teachers utilize the Wilson Reading System and Foundations to provide additional reading instruction to mandated and at-risk students.
<b>Mathematics:</b>	All students will be afforded increased opportunities for small group instruction, hands-on activities, and the use of Math Journals as a constant reference. Teachers are provided with intensive staff development in standards-based strategies as well as inter-visitations to view effective strategies. Instructors utilize the extension and intervention activities in Everyday Mathematics to provide additional support to at-risk students. The Math Coach also provides activities and support for teachers to assist them in differentiating instruction for their at-risk students. The Orchard Math program is also used for students both during the regular school day and extended day sessions. In addition, our SETSS teacher provides supplemental instruction to mandated students.
<b>Science:</b>	All students in Grades K-5 will engage in hands-on activities within a laboratory setting instructed by designated Science/Literacy Cluster positions and classroom teachers. All students in Grades 4-5 will be presented with the use of hands-on experiments supported by Science textbooks so that all learning styles can be addressed. Students who are perceived as being at-risk receive additional support through the small group and hands-on activities provided through the Science curriculum.
<b>Social Studies:</b>	Classroom and Cluster Teachers create hands-on instruction through the use of Social Studies Stations, pictures and artifacts to develop vocabulary and promote debates to address different learning styles. Teachers enrich instruction using a hierarchy of questioning techniques and will utilize a multi-disciplinary approach to teaching in order to address the needs of all learners. In addition, our SETSS teacher provides supplemental instruction to mandated students.
<b>At-risk Services Provided by the Guidance Counselor:</b>	The School-Based Guidance Counselor provides grade assemblies to all students in Grades K-5 to improve self-esteem, peer pressure, conflict resolution and all other social issues that may arise during the school day. The Guidance Counselor is also available to intervene when needed to address daily student issues. The Guidance Counselor also meets with mandated or at-risk students individually or in small groups to address areas of need such as anger management, appropriate social skills, self confidence, etc.
<b>At-risk Services Provided by the School Psychologist:</b>	When needed, the school Psychologist meets with teachers and students to address behavioral, academic, and social/emotional as well as ESL issues. Support is provided to the parents in the form of recommendations that will meet the needs of each particular student. The School Psychologist also meets with small groups of at-risk ESL students to address early reading skills and English vocabulary.
<b>At-risk Services Provided by the Social Worker:</b>	The school Social Worker meets with parents on an as-needed basis to assist with translation and any familiarization of the expectations of the school and how to meet those expectations. The Social Worker also meets with parents to explain the process at CSE and to provide an explanation of parent's rights.

**At-risk Health-related Services:**

Occupational and Physical Therapy are provided during the school day for students who are mandated according to their IEPs. The Occupational and Physical Therapists also conduct informal screenings of students who demonstrate possible delays in fine or gross motor skills. Individual Health Paraprofessionals assist students who have food allergies or require assistance with toileting and other self-help skills. The school nurse provides services for students who are diabetic, have asthma, or require other medical interventions. She provides medication for these conditions either daily or on an as-needed basis according to the student's 504 plan.

**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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>ICI/30</b>	School <b>PS 17Q Henry D Thoreau</b>
Principal <b>Cynthia Dickman</b>	Assistant Principal <b>Dora Danner</b>
Coach <b>Haroula Koutsidis– Literacy</b>	Coach <b>Katherine Khan– Math</b>
Teacher/Subject Area <b>Georgia Meletiadis/ESL push-in</b>	Guidance Counselor <b>Vickie Mouzakis</b>
Teacher/Subject Area <b>Elyssa Spiegel/ESL push-in</b>	Parent <b>Waleska Martinez</b>
Teacher/Subject Area <b>Luke Meginsky/Freestanding ESL</b>	Parent Coordinator <b>Dina Pilios</b>
Related Service Provider	SAF <b>Lillian Druck</b>
Network Leader <b>Nancy DiMaggio</b>	Other <b>Sarah Barry/IEP Teacher</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>11</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>672</b>	Total Number of ELLs	<b>219</b>	ELLs as Share of Total Student Population (%)	<b>32.59%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native

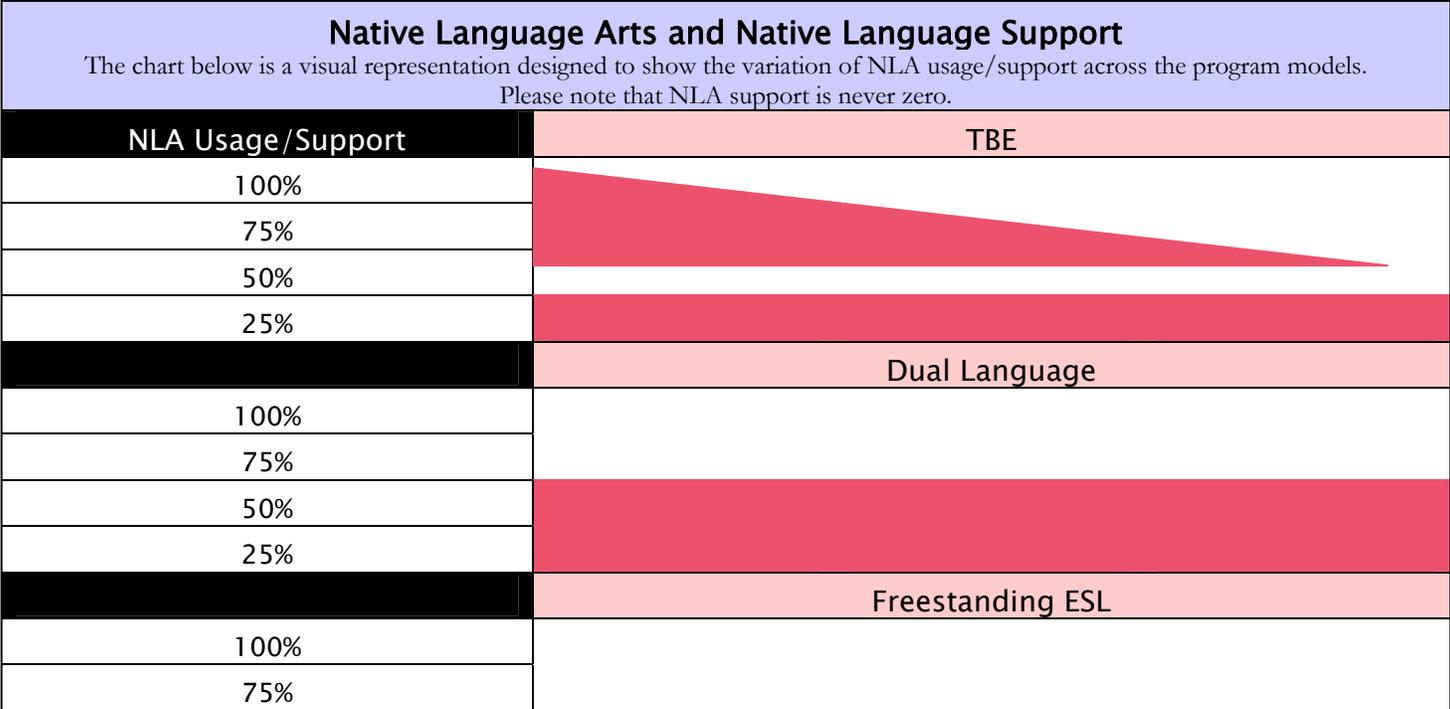






1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
<b>TIME</b>	<b>BEGINNERS      INTERMEDIATE      ADVANCED</b>

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	25	12	7	7	4	0				55
Intermediate(I)	5	17	16	17	8	6				69



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		8		9				24
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	17		8		14		2		41
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dora Danner	Assistant Principal		
Dina Pillios	Parent Coordinator		
Georgia Meletiadis	ESL Teacher		
Waleska Martinez	Parent		
Elyssa Spiegel/ESL	Teacher/Subject Area		
Luke Meginsky/4 <sup>th</sup> Grade	Teacher/Subject Area		
Haroula Koutsidis	Coach		
Katherine Khan	Coach		
Vickie Mouzakitiss	Guidance Counselor		
Lillian Druck	School Achievement Facilitator		
Nancy DiMaggio	Network Leader		
Sarah Barry	Other		
	Other		


**Signatures**

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date



## THE NEW YORK CITY DEPARTMENT OF EDUCATION

### **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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#### **I. Language Allocation Policy Team Composition:**

*Principal:*

Cynthia Dickman

*Assistant Principal:*

Dora Danner

*Guidance Counselor:*

Vickie Mouzakitidis

*Content Area Teacher:*

Luke Meginsky

*Content Area Teacher:*

Sarah Barry

*Network Leader:*

Nancy DiMaggio

*ESL Teacher:*

Georgia Meletiadis

*ESL Teacher:*

Elyssa Spiegel

*Literacy Coach:*

Haroula Koutsidis

*Math Coach:*

Katherine Khan

*Parent*

*Coordinator:*

Dina Pilios

*Parent:*

Waleska Martinez

#### **II. Teacher Qualifications**

Please indicate the following:

- Number of certified ESL Teachers
- Number of certified bilingual Teachers
- Number of certified Foreign Language Teachers teaching NLA
- Number of Content Area Teacher with Bilingual Extension
- Number of Special Education Teachers with Bilingual Extension
- Number of Teachers of ELLS without ESL/bilingual Certification with Bilingual Extension

The students in our building are either receiving ESL services from one of nine licensed ESL teachers by being in an ESL self-contained classroom or are receiving push-in services by one of our two certified ESL teachers. Instruction within these programs is done 100% of the time in English.

**III. School Description / Demographics** (Be sure to include the number of students in school and number of ELLs in the school.)

P.S. 17 is located in Long Island City, Queens. The school has an enrollment of approximately 219 ELLs out of 672 students. The student community of P.S. 17 is highly diverse, having a 32.5% ELL population not comprised of any SIFE students. The predominant ethnic group is Hispanic, which comprises 53% of the total student population. Our Asian/Pacific Islander population is 19%. The African-American population of the school totals 8%. The 16% white student population is also comprised of students from countries other than the United States. There are **25** languages spoken. Most students, however, speak English, Spanish, Arabic, or Bengali. However, there are other languages that our ESL students do speak.

When looking at how long our ESL students have been classified as such, we have the following information:

- 178 of our students have been in ESL for three years or less.
- 41 students have been in ESL for four to six years.
- 0 students have been in ESL for more than six years.
- 0 students are SIFE.

We must keep in mind that many of our children are transferred into our school with ESL status. In the event that a SIFE student is admitted to P.S. 17, we do have a plan in place to best serve this population. These students will initially be placed with beginner ELLs in grade appropriate classes and receive intervention services from an ESL push-in teacher for a total of 360 minutes per week for six to eight weeks. This instruction will be differentiated based on the proficiency level of the student and formal and informal assessments. Upon further assessment, these students will be placed into a grade appropriate setting according to their individual needs. These students will also be mandated to attend the 37 ½ minute Extended Day Program for extra support. In addition, out of the 219 students that have been classified as ESL, approximately 44 are students with IEPs. Therefore, we feel that language is not the reason why this sub-group cannot pass the NYSESLAT. There are many other factors affecting their ability to pass the exam.

**IV. ELL Identification** Process & Parent Choice Include a brief paragraph to describe in detail:

- Initial identification process for ELLs (include HLIS and LAB-R)
- Staff responsible (include qualifications-license) for implementing HLIS and administration of LAB-R

- Step to ensure yearly NYSESLAT implementation (include staff responsibilities in process)
- Parent information/ Parent Orientation Process and parent Program Choice Procedures
  - Include process, outreach plan and timelines for parent choice options
- Yearly distribution and collection of parent choice letters
- Procedures to place ELLs in Bilingual and/or ESL programs including communication with parents
- Trends in parent program choice as evidenced by past years
- Align school programs to parent choices
- Future plans to align school programs to parent choices for educational program models

Once any new student registers at P.S. 17, a licensed pedagogue administers the Home Language Identification Survey (HLIS). At that time, the licensed pedagogue conducts an informal oral interview in English and/or in the parent's native language. Based on the results of the HLIS and the parent interview, it is determined whether or not the student will be given the Language Assessment Battery-Revised (LAB-R) in English, and Spanish, where applicable. The two licensed ESL push-in teachers administer the English LAB-R exam within the first ten days of student admission. The Speech teachers and Bilingual School Psychologist assist in administering the Spanish LAB-R. According to the LAB-R results, students identified as English Language Learners (ELLs) are properly placed into the correct program.

Every school year, we have an Orientation Meeting for the parents of our ESL students. The two ESL push-in/pull-out providers, who are also the ESL coordinators, conduct this orientation in September. The Assistant Principal, Speech teacher, and the Parent Coordinator are also present at the orientation to assist and provide translation services. At this meeting, we show the parents the *Parent Choice Video* from the New York City Department of Education. This video is viewed in all the languages that represent our population. These languages include English, Spanish, Bengali, Arabic, Punjabi, Urdu, French, and Albanian. Once the video is reviewed, parents receive the Program Selection letters in their native languages. We have many staff members and parent volunteers present to translate questions that parents may have. After reviewing the Program Selection forms, the children are then placed in an appropriate setting. We hold a make-up orientation in October for those parents who were unable to attend the initial meeting. For the past few years, we have noticed that the trend for our parents is to request ESL programs, which we have in Grades K- 5. When 100% of the letters were returned, there were less than fifteen requests for a bilingual or dual language program in each native language per grade. In the event that fifteen or more parent choice letters request a bilingual or dual language program in the same native language and grade, a class will be immediately opened. Our Parent Coordinator is well versed on all three programs that we do and do not currently offer. She is instructed to inform parents what options they have if they want their child in a program that is not taking place at our school. She also ensures that the correct forms are used and that systems comply with city, state, and federal regulations. For those parents who do not attend the orientation, we follow up individually and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services.

The NYSESLAT exam is administered to all ELLs yearly. This exam is facilitated by our two ESL coordinators. Each ESL licensed teacher takes part in the administration of all four sections of the exam. Accommodations are provided, as per each individual student's IEP. All of our ESL students who are either a "B" or an "I", as per their NYSESLAT or LAB-R score, are receiving a minimum of 360 minutes of ESL service per Commissioner's Regulations (CR) Part 154. Those students that have been classified as "A" learners, as per their NYSESLAT or LAB-R score, are receiving 180 minutes of service per week as per CR Part 154. In addition, our push-in ESL teachers service those students who are not in self-contained ESL classes, but are required to receive 360 minutes per week or 180 minutes per week as per CR Part 154. In both learning environments, instruction is given in English 100% of the time.



Other (Turkish, Hindi, Tibetan, Nepali, Serbo-Croatian, Tagalog, Georgian, Greek)	1	0	0	0	0	0	0	0	0	1	0	0	0
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In the 2009 – 2010 school year, parental choice exhibits the following trends:

Parent Choice: ESL

	K	1	2	3	4	5
Spanish	21	21	26	26	25	15
Bengali	11	3	5	1	4	3
Arabic	1	3	3	4	2	0
Punjabi	0	0	0	0	0	0
Albanian	0	0	0	1	1	0
Urdu	0	1	0	0	0	1
Chinese	1	0	0	0	0	0
French	0	0	0	0	0	0
Other (Turkish, Hindi, Tibetan, Nepali, Serbo-Croatian, Tagalog, Georgian, Greek)	2	3	1	1	2	0

Parent Choice: Bilingual/Dual Language

	K		1		2		3		4		5	
	Bil	DL										
Spanish	7	13	3	0	1	0	2	0	2	0	0	0
Bengali	0	0	1	0	1	0	1	0	0	0	2	0
Arabic	0	0	0	0	1	0	0	0	0	0	0	0
Punjabi	2	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	1	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	1	1	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	1	0	0	0

Other (Turkish, Hindi, Tibetan, Nepali, Serbo-Croatian, Tagalog, Georgian, Greek)	0	0	0	0	1	0	0	0	0	0	0	0
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- V. ELL Programs** Please include the following:
- Number of ELLs in Transitional Bilingual Education Programs
  - Number of ELLs in Dual Language Education Programs
  - Number of ELLs in ESL Self Contained Classes by grade Education Programs
  - Number of ELLs in ESL Push-In/Pull-Out by grade Education Programs

Freestanding ESL Numbers and Classification by Grade based on LAB-R and NYSESLAT results

Grade	K	1	2	3	4	5
Beginner	22	8	4	4	2	0
Intermediate	5	13	12	14	8	5
Advanced	14	6	14	9	16	20

2009/2010 Push-In/Pull-Out ESL Numbers and Classification by Grade

Grade	K	1	2	3	4	5
	8	12	7	7	10	1

**VI. Years of Services / Programs / ELLS by Sub-groups(Please refer to worksheet.) Include:**

- Number of ALL ELLs
- Number of SIFE
- Number of Newcomers
- Number of ELLs in Grades 4-6

- Number of ELLs in Special Education
- Number of Long – term ELLs
- Number of ALL ELLs by sub-group and years of service

According to the LAP worksheet, P.S. 17 has a total number of 219 ELLs. There are zero SIFE students, 178 newcomers, 41 ELLs with 4-6 years of service, and zero long term ELLs. Of our 219 ELLs, 44 students are in our special education program. Of the 178 newcomers, 29 are receiving Special Education services. Of the 41 students receiving 4-6 years of service, fifteen students are receiving Special Education services. We have zero long term ELLs and zero SIFE students.

**VII. Home Language Breakdown and ELL Programs**

1. ESL Program - Break down by grade and language
2. Transitional Bilingual Education –Break down by grade and language
3. Dual Language – Include
  - Break down by grade and language
  - Number of ELLs participating
  - Number of bilingual students fluent in both languages
  - Number of third language speakers
  - Ethnic breakdown of English Proficient Students in DL Program

According to the LAP worksheet, our number of ELLs in the ESL program, broken down by grade and language, is as follows:

	K	1	2	3	4	5
Spanish	41	26	26	27	25	17
Chinese	1	1	-	-	-	-
Bengali	2	4	6	1	4	6
Urdu	1	1	1	1	-	1
Arabic	1	2	3	3	2	-
French	-	-	-	-	1	-
Punjabi	1	-	-	-	-	-
Albanian	-	2	-	1	1	-
Other	2	3	1	1	1	2

P.S. 17 does not have dual language or bilingual programs at the current time.

**VIII. Program and Schedule Information**

- Describe how instruction is delivered.
- Include sample student schedule.
- Describe model

- Staffing for compliance with CR Part 154( required instructional time)
- Content Instruction
- Differentiating Instruction for ELLs / Sub-groups

We have placed our ELLs with special needs in ICTS classrooms as per their IEP. Those students are receiving their ELL instruction from one of our licensed push-in ESL teachers. This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups and various co-teaching models. Techniques will vary based on the level of the learner. For example, a great deal of Mathematics instruction involves manipulatives such as coins, sand, beans, pixie sticks, ice cream sticks, straws, etc. Reading manipulatives include reading rods, white boards, word builder cards, pocket charts, etc. Lessons for students with special needs are lower level with high interest.

When looking at student results, especially the NYSESLAT combined with *Harcourt Assessments*; we have found that students in all grades do much better in listening and speaking, with a large portion reaching proficiency. However, children are moving up in all modalities in Grades 1-5 with many children reaching the advanced level and a great number reaching proficiency. In addition, students in Grades 2-5 are gradually moving from an intermediate to advanced level in Reading and Writing. The results show that there needs to be more intensive instruction in Reading and Writing, beginning in Kindergarten through Grade 5.

- Based upon the examination of the four modalities across proficiency levels and grades, instruction must focus more on Reading and Writing while enhancing and supporting listening and speaking skills. The goal for the school's LAP is to provide more vocabulary instruction, build a strong foundation in grammar and sentence structure, focus more on writing mechanics, create more hands-on activities, and provides opportunities for conversation amongst students and their peers. Teacher driven lessons need to be limited and put in place only to address particular skills within each learning modality. Small group instruction along with the use of tactile, auditory, visual and kinesthetic manipulatives will be used in learning stations.

Some stations are:

- Listening Station with cassettes, head sets, LEAPDESK, LEAPMAT, LEAP PAD, CDs, book baggies, read along English books
- Mathematics Station with blocks, money, tool kits, calculators, rulers, tape measures, etc.
- Computer Station with internet sites designed to meet specific academic skills; i.e. Starfall.com which promotes phonics and reading instruction

Other stations may include Art, Science, Social Studies, Writing and Library Centers. Social Studies and Science instruction is supported by cluster programs, trade books, textbooks, and technological resources. Grades 4 and 5 have emphasized the use of primary sources in order to support critical thinking and improve student performance on the New York State Grade 5 Social Studies Test. Teacher's College has published units that support content area reading.

Evidence of classroom activity is found daily in every classroom on the *Flow of the Day*. This is a daily schedule reflecting the subject area, skill, strategy and duration of each lesson. Each classroom has an interactive word wall accessible for each student to manipulate. Students also have word wall cards and word wall books which are accessible in the Writing Center.

All students in Grades K-3 are currently receiving Literacy instruction under a *Reading First* Grant. This instruction follows the *Harcourt Trophies* Program. The reading program has an uninterrupted 90 minute block that focuses on a variety of themes. During these 90 minutes, teachers are focusing on different skills, such as phonics, phonemic awareness, vocabulary, fluency and comprehension. A different focus skill and strategy is taught weekly in Grades 1-3 and daily in Kindergarten. In each reading lesson there is an oral language component which consists of shared literature and group work. Phonics and decoding are taught during word study and daily language practice. Students participate in shared, guided, independent and partner reading.

The independent and guided reading component includes “Books for All Learners” which are leveled to meet the needs of beginner, intermediate and advanced learners. Libraries in every ESL classroom include literature in other languages to meet the needs of newcomers who are not yet fluent in English. There are additional resources, such as an Intervention Kit as well as a specific English Language Learners Kit. Teachers using these kits are provided with special concept words and colorful picture cards that support ELLs. Special focus is placed on labeling, drawing, and writing, reading, listening and speaking skills. These activities provide scaffolding and differentiated instruction for our ELLs in the four language modalities. Accountable talk is infused within small groups to foster meaningful conversation and authentic text to life discussions. This allows students to speak in a risk-taking environment in their second language. Grades 4 and 5 students are using the *Harcourt Trophies* program. This program utilizes a student centered holistic approach to teaching Reading and Writing to ELL students that allows the students opportunities to read, write, listen and speak in their second language. Teachers model the expected learning outcomes. Visual resource charts are displayed throughout the classroom to help reinforce what good readers and writers do. The entire classroom environment is focused on student work and writing pieces.

The Reading and Writing Process occurs in a learning community. We have partnered with the Teacher’s College Reading and Writing Project (TCRWP), a Columbia University affiliated program. Students participate in month-long writing units focused on specific writing genres ranging from realistic fiction to personal narratives. Throughout these units, children are taught the rules of grammar, spelling and punctuation as well as the format for writing essays, reports, poetry and letters. Students learn to develop “seed ideas” through creative thought and are guided through the writing process where they are supported through differentiated instruction. Ideas are then chosen and the draft process begins. Graphic organizers and visual charts are used to aid students in planning, developing, and revising their written work.

Conferencing is a powerful teaching tool for the teacher since they serve as informal assessments for each student. While students confer with the teacher, the teacher identifies their strengths and weaknesses. The conference provides the teacher with new teaching points for mini-lessons based on their students’ needs. As a result, each mini-lesson is teaching a skill that has not been mastered by all students in the class. At times, small group strategy lessons are conducted for students who exhibit similar strengths and weaknesses. Grammar and punctuation lessons are always taught in the context of students’ writing pieces. For an entire month, students are collecting and nurturing their ideas, revising, editing and finally celebrating their work through a publishing party. Selected classrooms participate in “lab sites” where staff developers work with grade level teachers and individual classes to model strategies and support writing lessons.

ESL assessments are ongoing and are formally and informally administered. They include but are not limited to the following:

- ECLAS-2 results (K-3)

- *Reading First* DIBELS assessments (K-3)
- *Acuity* (3-5)
- *EdPerformance Assessment Series* (3-5)
- *DIBELS Progress Monitoring* (K-3)
- *City/State Exams* (3-5)
- *LAB-R scores*
- NYSESLAT scores (K-5)
- *Everyday Math* unit reviews (K-5)
- Running Records based on *Fountas and Pinnell Reading Levels* (K-5)
- Conferencing Notes (K-5)
- *Terra Nova* (1-3)
- *Harcourt Unit Reviews* (1-5)

Data from these assessments is used to drive daily instruction. Periodic assessments are administered according to the city and state timeline. The Data Inquiry Team reviews the results of these assessments monthly and has created a target population focusing on ELLs as a special needs group. According to recent results, students are challenged by inferencing and locating relevant information within a text. Data team members will be working with the target population during extended day in a small group setting to address these specific needs. When analyzing exam results, such as the Spanish LAB-R, it is apparent that most students are English dominant and do not fare as well in their native language.

## CR Part 154 (A-6)

### Program Description

Type of Program: \_\_\_ Bilingual X \_\_\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2009-2010:      219

Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

P.S. 17 is a 672 pupil building located in Long Island City, NY. P.S. 17 has an estimated population of 219 ELLs as per the results of the NYSESLAT scores as well as all new LAB-R results. Our ELL population makes up 32.5% of our student body. P.S. 17 has three different ELL programs. As per reviewing the parent choice letter in our building, our parents have chosen ESL over bilingual services.

#### Free-Standing Self-Contained Program

- Two self-contained Kindergartens
- One self-contained Grade 1
- Two self-contained Grade 2
- Two self-contained Grade 3
- One self-contained Grade 4
- One self-contained Grade 5
- All students in self-contained classes are placed as per the NYSESLAT and LAB-R testing
- Kindergarten through Grade 3 will be using *Trophies*, a Harcourt Program, mandated by *Reading First*.
- All instructional practices in Grades 4 and 5 will follow the *Trophies* program from Harcourt. Conferences and teachers' logs will be used to monitor student achievement and differentiate instruction.
- All instruction is consistent with CR Part 154 requirements
- 100% of instruction is done in English
- All nine of our self-contained teachers are fully certified
- Instruction is aligned with SED ESL Learning Standards

#### Free-Standing Push-In/Pull-Out Program

- Servicing Grades K-5 as per NYSESLAT and LAB-R testing
- Beginners and Intermediate learners will receive a minimum of two (50) minute periods 4x per week while Advanced learners will receive a minimum of as least one (50) minute period 4x per week.
- In Grades K-5, focus will be placed on modifying *Trophies*.
- Instruction is fully aligned with SED and ESL Learning Standards
- Two fully licensed and certified NYS and NYC teachers will provide these services during ELA and/or content area instruction.

**Parent/Community Involvement:**

Based on the home language survey, LAB-R and NYSESLAT results, ELL parents will be provided with two parent orientations. One will be in September and the make-up takes place in October. These orientations will provide parents with information about the instructional programs available for their children. Parents will have the opportunity to ask questions and view classes. Translators, when available, will be there to help with communication. Parents will be provided with workshops on various topics such as: homework help, preparing for city and state assessments and outside programs available for their children. These workshops will be offered during the school day and in the evenings for parents who work (specific dates and times to be announced). Often the workshops focus on P.S. 17's Book of the Month. The parents are presented with helpful strategies and resources based on a monthly picture book selection. The parents have the opportunity to receive a book for their home library and to gain knowledge of ELL strategies that can best serve their child. These workshops incorporate resources such as bilingual dictionaries and a multicultural lending library in the parents' native languages. In addition to these workshops, the parents are invited to the annual citywide ELL Conference.

Our Parent Coordinator will also have a critical role in our parent/community involvement for ELLs. Her room serves as a welcome center for parents at our school. Throughout the school year, the Parent Coordinator will invite outside agencies (housing, immigration, social security, etc.) to conduct workshops for ELL parents. The Coordinator also plans and maintains a bulletin board with parent information and events. This will provide parents with information about the various opportunities that are afforded to them. In partnership with Catholic Charities, parents are currently being offered an adult ESL class. This class takes place four times per week from 8:45 am – 11:45 am. This organization provides these classes to parents free of charge through grant money. Parents attend field trips to the library and museums while learning to read, write, speak, and understand the English language in order to become a better resource for their child.

**Staff Development** (2009-2010 activities):

P.S. 17 will provide all teachers with ESL staff development. We will use the expertise of our certified teachers to share their best practices with those teachers that are not as experienced. Specific attention will be placed on hand-on activities that can be naturally infused in our K-

*3 Reading First Program.* With our Grade 4 and 5 ESL teachers, concentration will be placed on differentiated instruction within the TC model. The coaches who work at P.S. 17 will be a part of this staff development; our Tier II Reading First Coach, our K-5 Literacy Coach and our K-5 Mathematics Coach.

In addition, staff development will focus on data and how to interpret that data to help meet the needs of our ESL children. We will look at NYSESLAT scores to determine what skills we need to address on an individual basis; these scores will drive our differentiated instruction within the classroom. In addition, any professional development that the region holds and that Teacher's College will hold, our ESL teachers will be part of. We will then ask these teachers to turn-key any new information that they have learned back to the staff.

P.S. 17 will have at least 13 major staff development sessions for our ESL and support staff. They will be as follows:

- Grade 3 – 5 ESL Classroom Teachers will participate in a series of study group sessions held on a monthly basis, *“Differentiation and Rigor in the ELL Classroom: Pathways to Academic Language”*. Sessions will be held both on site and at neighboring schools. Participating teachers will review student work samples and develop strategies for incorporating academic language into instruction.
- P.S. 17 will host two Citywide Professional Development sessions on October 15<sup>th</sup> and December 10<sup>th</sup>, *“Differentiated Instruction and Rigor”*. Participating teachers will learn instructional methods for differentiating instruction for ELL students in all modalities.
- Kindergarten ESL Teachers will participate in an ELL Residency where Felicia Bentine, Network Support Specialist, will provide push-in support. The residency will take place on the following dates: November 16<sup>th</sup> and 17<sup>th</sup>, December 7<sup>th</sup> and 8<sup>th</sup>, January 4<sup>th</sup>, 5<sup>th</sup>, 25<sup>th</sup>, and 26<sup>th</sup> and February 1<sup>st</sup> and 2<sup>nd</sup>.
- All Title III Program providers will participate in a professional development opportunity where they will learn strategies, methodologies, and techniques for teaching ELL students. This session will take place during the Title III Program hours. Teachers will alternate and provide coverage so that the entire after-school staff can attend the sessions in cycles. Felicia Bentine, Network Support Specialist, will provide at least four sessions on the following dates: January 25<sup>th</sup>, 26<sup>th</sup>, February 1<sup>st</sup> and 2<sup>nd</sup>. The sessions will focus on building literacy skills for beginner and intermediate ELL students.
- Building Academic Vocabulary in the Content Areas
- Closing the Literacy Gap for ELLs
- Differentiation of Instruction for ELLs

- Developing the Language of Thinking: Recognizing Cognitive Language

These professional development workshops are aligned with Title III activities.

- Parents will also participate in an on-site workshop led by ESL Support Staff, “*How to Prepare Your Child for the NYSESLAT*”.

**CR Part 154 (A-7)**  
**SAMPLE STUDENT SCHEDULE**  
**ELEMENTARY SCHOOL**  
**2009-2010**

**Student Proficiency Level: Advanced**

**Grade Level: First**

School District: 30

School Building: P.S.17

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:20 To: 9:10	Reading Block ESL				
2	From: 9:12 To: 10:02	Reading Block				
3	From: 10:04 To: 10:54	Writing	Writing ESL	Writing	Gym	Music
4	From: 10:56 To: 11:46	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 11:48 To: 12:38	Literacy	Math	Math	Science	Math
6	From: 12:40 To: 1:30	Math	Music	Gym	Math	Writing
7	From: 1:32 To: 2:22	Health	Science	Science	Social Studies	Social Studies

**CR Part 154 (A-7)**  
**SAMPLE STUDENT SCHEDULE**  
**ELEMENTARY SCHOOL**  
**2009-2010**

Student Proficiency Level: **Beginning**  
School District: 30

Grade Level: **Kindergarten**  
School Building: P.S. 17

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	From: 8:20 To: 9:10	Writing	Writing	Writing	Writing	Writing
<b>2</b>	From: 9:12 To: 10:02	Gym	Music	Social Studies	Gym	Reading Block ESL
<b>3</b>	From: 10:04 To: 10:54	Reading Block ESL				
<b>4</b>	From: 10:56 To: 11:46	Reading Block ESL	Reading Block ESL	Reading Block ESL	Reading Block ESL	Science
<b>5</b>	From: 11:48 To: 12:38	Social Studies	Math	Math	Math	Math
<b>6</b>	From: 12:40 To: 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
<b>7</b>	From: 1:32 To: 2:22	Math	Computers	Social Studies	Science ESL	Science

**CR Part 154 (A-7)**  
**SAMPLE STUDENT SCHEDULE**  
**ELEMENTARY SCHOOL**  
**2009-2010**

**Student Proficiency Level: Intermediate**  
**School District: 30**

**Grade Level: Third**  
**School Building: P.S. 17**

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	From: 8:20 To: 9:10	Reading Block ESL	Reading Block ESL	Reading Block ESL	Reading Block ESL	Reading Block ESL
<b>2</b>	From: 9:12 To: 10:02	Reading Block ESL	Reading Block ESL	Reading Block ESL	Reading Block ESL	Reading Block ESL
<b>3</b>	From: 10:04 To: 10:54	Science	Music	Math	Math	Gym
<b>4</b>	From: 10:56 To: 11:46	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5</b>	From: 11:48 To: 12:38	Math	Gym	Writing	Writing	Math
<b>6</b>	From: 12:40 To: 1:30	Writing	Math	Social Studies ESL	Literacy	Writing
<b>7</b>	From: 1:32 To: 2:22	Health	Writing	Social Studies	Science	Social Studies

**CR Part 154 (A-7)**  
**SAMPLE STUDENT SCHEDULE**  
**ELEMENTARY SCHOOL**  
**2009-2010**

**Student Proficiency Level: Advanced**  
**School District: 30**

**Grade Level: Fifth**  
**School Building: P.S. 17**

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	From: 8:20 To: 9:10	Writing ESL	Health	Computers	Gym	Gym
<b>2</b>	From: 9:12 To: 10:02	Reading ESL	Reading ESL	Reading ESL	Reading ESL	Reading ESL
<b>3</b>	From: 10:04 To: 10:54	Writing	Writing	Writing	Writing	Writing
<b>4</b>	From: 10:56 To: 11:46	Math	Science ESL	Math	Social Studies	Math
<b>5</b>	From: 11:48 To: 12:38	Music	Math	Handwriting	Math	Music
<b>6</b>	From: 12:40 To: 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
<b>7</b>	From: 1:32 To: 2:22	Social Studies ESL	Science	Science	Science	Social Studies

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-2010**

School District:  
School Building:

30  
P.S. 17 Henry David Thoreau

Type of Program: ESL  Bilingual  Both  (Check one only)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Ident.	Served																
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)	1		1	2		2	3		3	3		3	2		2	0		0			
Bengali (BEN)	2		2	4		4	6		5	1		1	4		4	5		5			
Bosnian (BOS)																					
Chinese (CMN)	1		1	1		1															
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)	1		1																		
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	41		41	26		23	25		24	27		27	25		24	16		16			
Vietnamese (VIE)																					
Punjabi	1		1	1		1	1		1							1		1			
Urdu	1		1	1		1	1		1							1		1			
<b>SUB TOTALS</b> →																					

(Complete this form for each school building with LEP students in grades K-6 during 2009-2010)

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6  
**Identified** in the Building in 2009-2010  
(Do not include long-term LEPs)

**219**

Total Number of LEP students in grades K-6 **Served**  
in the Building in 2009-2010  
(Do not include long-term LEPs)

**Bilingual ESL -208**

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-2010



#### **IX. Plan for ELLs in school less than 3 years/ Newcomers**

Instruction will be focused on Basic Interpersonal Communication Skills (BICS). Total Physical Response (TPR) will be incorporated into all instruction to ensure that students comprehend all information presented. Academic language will be incorporated into grade level instruction, but will be limited to basic concept words until students acquire additional language. Instruction will remain uniform according to content, but will incorporate various ESL strategies such as the use of realia, visual aids, repetition and graphic organizers. Students will be placed in classes with more advanced ESL students or native English speakers in order to promote speaking fluency. In addition to ESL services, students will be offered AIS, extended day, and Title III program instruction.

#### **X. Plan for ELLs in school 4-6 years**

Instruction will be academically rigorous and will focus on Cognitive Academic Language Proficiency Skills (CALPS). These students have already acquired social English skills, but academic skills are limited. They need various ESL methodologies and techniques to improve in all content areas. This instruction will be on grade level, but will be intensive and vocabulary rich. Small group instruction will be a key part of advancing reading, writing, and speaking skills. Students will be grouped according to ability in each modality to meet the specific needs of each student. In addition to ESL services, students will be offered AIS, extended day, and Title III program instruction.

#### **XI. Plan for ELLs in school 6 years completed or more / Long Term ELLs**

Instruction will focus on repetition and small group intervention. There will be continual formal and informal assessments aligned with instruction in order to determine individually appropriate focus skills. Instruction for these students will be highly structured and predictable. In addition to ESL services, students will be offered AIS, extended day, and Title III program instruction.

#### **XII. Plan for ELL Special Needs Students**

Instruction for these students will be predictable and highly structured routines will be in place. Lessons will use multisensory strategies in order to meet the needs of all learners. Hands-on instruction will be incorporated into content area lessons whenever possible. The language will be simplified during each lesson, but content will remain on grade level. Main ideas will be reinforced through rephrasing, rather than verbatim repetition, and students will play an active role in their own learning. In addition to ESL services, students will be offered AIS, Extended Day, and Title III program instruction.

#### **XIII. Intervention Programs for ELLs (AIS)**

AIS programs are provided for Level 1 and Level 2 students in Grades K-5. Students can also be referred for AIS by their classroom teacher. In Grades K-3, students are serviced for ten weeks by a pull-out AIS provider. In Grades 3-5, students are serviced for ten weeks by an F-status

provider using a push-in model. Students are seen 3-5 days per week, depending on the availability of the AIS provider and the needs of the students. Depending on each individual situation, students may be invited to continue services after the ten weeks.

**XIV. Transitional Student Support Plan** ( ELLs that pass NYSESLAT are Transitional students for 2 years)

P.S. 17’s plan for supporting those students that have passed the *NYSESLAT* is as follows:

All former ELLs, who have passed the NYSESLAT exam, will continue to get support services for one to two years, depending on the assessment of individual student needs. Former ELLs receive extended time testing accommodations for up to two years after testing out of the NYSESLAT.

These students may also be invited to participate in the Title III program for additional support. Therefore, services for transitional students will not be discontinued.

NYSESLAT Students Reaching Proficiency

Grade K	1	2	3	4	5
11	10	1	3	3	14

**XV. Future Plans for ELL Programs** –Describe changes planned- improvements, discontinued programs

Over the course of this past year, P.S. 17 has been improving the writing program by adapting the Teacher’s College (TC) Writing Model for ELLs. Teachers have been continuously attending professional development courses on TC strategies and techniques. This writing model is something that we plan to continue through the next few years because ELLs have scored the lowest in the modality of writing, as per NYSESLAT results.

The students who have attended our Title III after-school program have shown more improvement on the NYSESLAT than those students who did not participate. This program focuses on strategies and skills necessary to prepare for the exam. The students work in small groups on each of the four language modalities. Since this program has been successful in the past, we plan to continue to offer it to our ELLs with minor improvements based on yearly assessment results.

We recently began grouping all ELLs according to their raw to scale score conversion of each modality on the NYSESLAT. This allows teachers to meet more specific student needs by homogeneously grouping students within each class. The teachers also have the opportunity to heterogeneously

group these students to allow for peer modeling and tutoring. This is an improvement compared to past instruction, where students were grouped based on overall NYSESLAT level, rather than each modality. At this time, we do not plan to discontinue any programs.

#### **XVI. Equal access to all programs**

P.S. 17 provides equal access to high quality instruction for all students. ESL instructional support is done through the specific content areas. Therefore, ELLs have equal access to all cluster and after-school programs.

#### **XVII. After school programs for ELLS**

P.S. 17's Title III Program will provide English Language Learners with supplemental instruction in an after-school program. This supplemental instruction will be provided by fully certified ESL teachers. All parents of ESL students will be notified that their child is eligible to participate in these programs. The after-school program will run from 3:18 pm to 5:00 pm on Tuesdays and Thursdays, excluding holidays. It will begin in November and conclude in May. Literacy instruction will be the primary emphasis of the program. The use of vocabulary and picture cards as well as letter cards for word building will be used. The materials will be given to a student based on his/her needs, NOT what grade they are in. In addition, the program will focus on empowering students with strategies that will support them on the NYSESLAT exam.

#### **XVIII. Instructional materials including technology**

Our school-wide technology programs include Orchard, a Mathematics based program, and Ticket to Read. Students log on to these programs numerous times each week to complete individually designed activities, which are leveled according to assessments taken by each student. Teachers alternate groups during Reading and Mathematics instruction to allow for simultaneous use of technology and small group guided instruction.

During centers and computer lab time, students are also encouraged to use helpful online resources such as Starfall.com, which is a phonics based website. This website includes holiday activities, plays, songs, and visually appealing graphics. These programs and websites serve as a language support system. Vocabulary and content area instruction are combined with technology to provide students with an engaging learning experience. Teachers are able to use these experiences to enrich ELLs culturally, academically, and socially.

#### **XIX. Instructional materials in Content Areas**

Upper grade students are provided with Social Studies trade books, which focus on specific topics in the social studies curriculum. These books are available for students to use within the classroom as an additional resource to support the textbooks. Historical fiction books are provided to each teacher, which give students the opportunity to link Social Studies instruction to literature units. These materials are provided in addition to basic social studies textbooks and cluster instruction.

Additional books are provided for ELL students through the Reading First Curriculum. The Harcourt program contains Books for all Learners, which supplement the weekly stories and focus skills. These kits contain beginner, intermediate, advanced, and ELL readers. The ELL readers contain vocabulary rich text and detailed colorful pictures. They are used during guided reading instruction and allow students to make a meaningful connection with the weekly focus skill.

Students in Grades K-2 use Full Option Science System (FOSS) notebooks, as required by the state curriculum, to supplement science instruction. These consumable notebooks allow ELLs to write about science lessons which allow for cross-curricular connections between Science, Writing, and Reading. Students in Grades 3-5 use a combinational blend of FOSS notebooks and Harcourt materials. All instruction is inquiry based. The Harcourt Kit has supplemental Science notebooks accompanied by a teacher's guide and other hands-on Science materials.

## **XX. Native Language Support**

Parent workshops are held which incorporate resources such as bilingual dictionaries and a multicultural lending library in the parents' native languages. Our Parent Coordinator will also have a critical role in our parent/community involvement for ELLs. Throughout the school year, the Parent Coordinator will invite outside agencies (housing, immigration, social security, etc.) to conduct workshops for ELL parents. This will provide parents with information about the various opportunities that are afforded to them. The needs of parents are evaluated through a detailed survey given annually. Based on the results of the parent needs survey, workshops are provided monthly and are taught by teachers, coaches, and the parent coordinator. Translation services are provided for parents as needed.

## **XXI. Support Services**

Tutoring is being offered to all families free of charge through several outside agencies including Brienza and Edison Learning. Boy Scouts and New York Cares are volunteer organizations that offer services at P.S. 17. These organizations promote community involvement through various projects. In partnership with Catholic Charities, parents are currently being offered an adult ESL class. The class takes place 4x per week from 8:45 am – 11:45 am. This organization provides classes to parents free of charge through grant money. Parents attend field trips to the library and museums while learning to read, write, speak, and understand the English language to become a better resource for their child. In addition to these opportunities, the parents are invited to the Annual Citywide ELL Conference.

## **XXII. Professional Development**

- PD plan for teachers and staff working with ELLs
- Training of all staff – 7.5 hours required/ records

All staff will receive ongoing professional development support via the following:

- Full day professional development workshops held at *Teacher's College* focusing on Reading and Writing
- *Reading First* ESL professional development reviewing the ELL components, materials and assessment tools

- Coaching and the modeling of appropriate lessons via our Literacy and Math Coaches
- Regional support to work one on one as well as with groups of teachers
- Staff Development workshops on ESL instruction and methodology provided by supervisors, coaches and licensed ESL teachers
- Collaborative planning between ESL push-in and non-ESL teachers is programmed during communal preps to ensure that successful co-teaching takes place and that planning and pacing are parallel

During the Chancellor's Conference Day for Professional Development, the entire staff which includes the Principal, Assistant Principals, ESL Coordinators, Common Branch Teachers, subject area teachers, Paraprofessionals, ESL teachers, Guidance Counselor, Special Education Teachers, Psychologists, Occupational/Physical Therapists, Speech Therapists, and the Parent Coordinator, participated in ESL professional development facilitated by ISC professionals to address student needs. Professional development is also provided to assist staff with differentiated instruction to meet the needs of ELLs as they transition from one school level to another. ESL materials are offered and geared toward specific grade and proficiency levels. All teachers who do not hold an ESL license, as per Jose P., were required to attend an ELL training facilitated by Felicia Bentine, our Network Support Specialist. Attendance records were maintained for those who attended the training. They were provided with strategies and materials to assist with differentiating instruction to meet the needs of ELLs.

All teachers of former ELLs will continue to get support services, depending on the assessment of student needs. Teachers will be supported to provide former ELLs with extended time testing accommodations for up to two years after testing out of the NYSESLAT. Teachers will also receive training to meet the needs of former ELLs who are invited to participate in the Title III program. Therefore, support services for teachers of transitional students will not be discontinued.

### **XXIII. Parental Involvement**

Based on the Home Language Survey, LAB-R and NYSESLAT results, ELL parents will be provided with two parent orientations. One will be in September and the make-up takes place in October. These orientations will provide parents with information about the instructional programs available for their children. Parents will have the opportunity to ask questions and view classes. Translators, when available, will be there to help with communication. Parents will be provided with workshops on various topics such as: homework help, preparing for city and state assessments and community based programs available for their children. These workshops will be offered during the school day and in the evenings for parents who work (specific dates and times to be announced). Often the workshops focus on P.S. 17's Book of the Month. The parents are presented with helpful strategies and resources based on a monthly picture book selection. The parents have the opportunity to receive a book for their home library and to gain knowledge of ELL strategies that can best serve their child. These workshops incorporate resources such as bilingual dictionaries and a multicultural lending library in the parents' native languages. In addition to these workshops, the parents are invited to the Annual Citywide ELL Conference.

Our Parent Coordinator will also have a critical role in our parent/community involvement for ELLs. Throughout the school year, the Parent Coordinator will invite outside agencies (housing, immigration, social security, etc.) to conduct workshops for ELL parents. This will provide parents with information about the various opportunities that are afforded to them. In partnership with Catholic Charities, parents are currently being offered

an adult ESL class. This class takes place 4x per week from 8:45 am – 11:45 am. This organization provides classes to parents free of charge through grant money. Parents attend field trips to the library and museums while learning to read, write, speak, and understand the English language to become a better resource for their child.

**XXIV. Assessment Analysis** (Refer to LAP worksheet to complete this section on assessment)

➤ Implications for Instruction

The Principal and Assistant Principal review the progress of ELLs in the instructional program. However, below please find the specifics for each content area.

➤ Implications for LAP in English Language Arts Area

ELA results show that of the 28 Grade 3 ESL students that took the exam, 7 scored a Level 1, 17 scored a Level 2, and 4 scored a Level 3. In Grade 4, 20 ELLs took the exam; 2 scored a Level 1, 9 scored a Level 2, and 9 scored a Level 3. In Grade 5, 24 ELLs took the exam; 2 scored a Level 1, 18 scored a Level 2, and 4 scored a Level 3. A significant number of these students were Intermediate and Advanced learners. A total of 42 students scored a Level 2 on the ELA exam, which is over 50% of ESL students tested.

➤ Implications for LAP in Mathematics Content Area

Results show that a vast number of ESL students that have taken standardized tests in the past have not scored as well as native speakers. For example, looking at last year's content scores (this year's scores are unavailable), we have noticed that out of 33 ESL students that took the New York State Math exam in Grade 3, 3 scored a Level 1, 6 scored a Level 2, 23 scored a Level 3, and 1 scored a Level 4. In Grade 4, 21 took the exam; 2 scored a Level 1, 9 scored a Level 2, and 10 scored a Level 3. Finally, in Grade 5, 26 students took the exam; 4 scored a Level 1, 13 scored a Level 2 and 9 scored a Level 3. We feel that the results are not higher because this test requires advanced Reading skills. When looking at the NYSESLAT results, we see that our students are struggling with Reading skills.

➤ Implications for LAP in Science Content Area

When reviewing last year's New York State Science exam scores, we have noticed that the scores are somewhat evenly distributed. Of the 24 ESL students in the Grade 4 who took this exam, 9 students received a score of Level 3 on the exam, 8 students scored a Level 2, 7 students

scored a Level 1, and 0 students scored a Level 4. The vocabulary and reading portions of the exam prove to be difficult for ELLs and make it very challenging for these students to score a Level 4.

➤ Implications for LAP in Social Studies Content Area

When reviewing last year's New York State Social Studies exam scores, the scores were less evenly distributed. Of the 41 Grade 5 ESL students who took this exam, 17 students scored a Level 1, 8 students scored a Level 2, 14 students scored a Level 3, and 2 students scored a Level 4. The number of students who scored Level 3 or 4 is about equal to those who scored Level 2 or 1. The vocabulary and reading portions of the exam prove to be difficult for ELLs and make it very challenging for these students to score a Level 4.

ESL assessments are ongoing and are formally and informally administered. They include but are not limited to the following:

- ECLAS-2 results (K-3)
- *Reading First* DIBELS assessments (K-3)
- *Acuity* (3-5)
- *EdPerformance Assessment Series* (3-5)
- *DIBELS Progress Monitoring* (K-3)
- *City/State Exams* (3-5)
- *LAB-R scores*
- NYSESLAT scores (K-5)
- *Everyday Math* unit reviews (K-5)
- Running Records based on *Fountas and Pinnell Reading Levels* (K-5)
- Conferencing Notes (K-5)
- *Terra Nova* (1-3)
- *Harcourt Unit Reviews* (1-5)

Data from these assessments is used to drive daily instruction. Periodic assessments are administered according to the city and state timeline. The Data Inquiry Team reviews the results of these assessments monthly and has created a target population focusing on ELLs as a special needs group.

According to recent results, students are challenged by inferencing and locating relevant information within a text. Data team members will be working with the target population during extended day in a small group setting to address these specific needs. These results will be shared with staff at grade level meetings. When analyzing exam results, such as the Spanish LAB-R, it is apparent that most students are English dominant and do not fare as well in their native language. We are reviewing the benefits of administering the content area exams in native languages as part of our inquiry work. This will inform decision making at the school level.

**XXV. Describe ELL program success**

Our ELL program success can be easily seen through data provided test results. According to NYSESLAT results, a total of 42 students passed last year’s exam. The majority of students passed in Kindergarten, First Grade, and Fifth Grade. When analyzing these results, we can also see that most students were able to increase their scores enough to move up one ESL level since the last exam in 2008. Ongoing formal and informal assessments also show the success of our ESL program. Student needs are constantly changing and teaching strategies and focus skills adjust based on these needs. On last year’s ELA exam, 17 ELLs in Grades 3-5 scored a Level 3. On last year’s NYS Math exam, 1 Grade 3 ESL student scored a Level 4 and 41 ESL students in Grades 3-5 scored a Level 3. On last year’s NYS Science exam, 9 Fourth Grade ELLs scored a Level 3. On last year’s NYS Social Studies exam, 2 Grade 5 ELLs scored a Level 4 and 14 Grade 5 ELLs scored a Level 3. P.S. 17 also received extra credit this past year due to ELLs making exemplary gains on the ELA exam which shows the success of our ELL program.

NYSESLAT Students Reaching Proficiency

<u>Grade K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
11	10	1	3	3	14

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

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

**Form TIII – A (1) (a)**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students  
Form TIII – A (1)(a)**

**Grade Level(s) 1-5  
LEP**

**Number of Students to be Served: 214 LEP 450 Non-**

**Number of Teachers: 7**

**Other Staff (Specify): AIS teachers**

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

P.S. 17 implements a comprehensive ESL program in accordance with CR Part 154 and Title III guidelines for approximately 214 ELL students. We have 9 free standing self-contained classes and two ESL push-in/pull-out positions. Our ESL teachers are fully certified.

All students are provided with an array of instructional techniques that meet students' learning styles. Our differentiated instruction is designed to enable our ELL population to meet and/or exceed the city and state learning performance standards. We strive to provide meaningful and educational experiences to our ELL students and their families. P.S. 17 encourages students, staff and parents to work collaboratively to achieve a learning community where all can benefit. Staff members participate in research based professional development designed to improve their teaching and learning. Parents are provided with the opportunity to attend ESL orientation meetings as well as a variety of workshops and family literacy, technology and math events throughout the school year.

**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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P.S. 17's Title III program will provide English Language Learners with supplemental instruction in

an **After-School Program**. The supplemental instruction will be provided by our fully certified ESL teachers and elementary co-teachers. These ESL teachers provide full-time instruction to self-contained ESL classes on a daily basis. The co-teachers will focus on instructing students in science and social studies content, as the practice NYSESLAT passages will serve as an introduction to content area instruction. Common branch teachers will co-teach with ESL certified teachers using the side-by-side model. Forty-five minutes will be spent with the common branch teacher on content area instruction, while the ESL teacher incorporates ESL techniques, methodologies, and add strategies for academic language for the remaining 45 minutes. According to the NYSESLAT scores, we will notify parents to inform them that their child is eligible to participate in the **After-School Program**. The invitations will be extended to students in grades 1 through 5. All students who scored at the beginner or intermediate level on last year's NYSESLAT exam will be asked to attend the program. The **After-School Program** will run from 3:18 pm to 5:00 pm on Tuesdays and Thursdays, excluding holidays. It will begin Thursday, November 12, 2009 and end on May 27, 2010. We anticipate that this program will run for approximately a total number of 50 sessions. This additional support will provide students with the strategies and skills that are needed to meet NYS ESL Standards. This supplemental help will focus on ESL grade level standards, specifically in the four modalities of the English language. Using ESL strategies, our ESL licensed teachers, will provide activities and strategies to promote English language proficiency. Based on survey results, we anticipate a total of approximately 8 classes servicing 65 ELL children. Supplementary materials will focus on the skills that are required to master the ESL Standards and through this achieve a higher level on the NYSESLAT. *Getting Ready for the NYSESLAT and Beyond*, published by Attanasio and Associates, will be used to service all of our students in grades 1-5. Students will use individual charts and rubrics to track their progress in reading, writing, speaking, and listening. Children are exposed to realistic scenarios through detailed pictures and vocabulary rich text. This program fosters group work and leads itself into differentiated instruction. The program also provides each child with an activity workbook that coincides with each activity chart that is used. The workbooks contain practice questions for all four portions of the NYSESLAT exam. These questions range from sentence completion using realistic pictures to formal essay writing. The questions vary depending on the modality and grade level of the students. The reading and writing portions of the exam incorporate science and social studies skills and knowledge. Basic and higher order thinking skills are incorporated into each exercise. Vocabulary and language development are an inherited aspect of this program.

### **Professional Development Program**

P.S. 17 will provide all teachers with ESL staff development. We will use the expertise of our certified teachers to share their best practices with those teachers that are not as experienced.

Specific attention will be placed on hand-on activities that can be naturally infused in our K- 3 *Reading First Program*. With our grade four and five ESL teachers, concentration will be placed on differentiated instruction within the TC model. All coaches in P.S. 17 will be part of this staff development; our Tier II Reading First coach, our K-5 Literacy coach and our K-5 Mathematics coach. In addition, staff development will focus on data and how to interpret that data to help meet the needs of our ESL children. We will look at NYSESLAT scores to determine where we need to pay more attention to and on an individual basis; these scores will drive our differentiated instruction within the classroom. In addition, any professional development that the Learning Support Organization or ISC holds and that Teacher's College will hold, our ESL teachers will be part of. We will then ask these teachers to turn-key any new information that they have learned back to the staff.

P.S. 17 will have at least 13 major staff development sessions for our ESL and support staff. They will be as follows:

- Grade 3 – 5 ESL Classroom Teachers will participate in a series of study group sessions held on a monthly basis, “*Differentiation and Rigor in the ELL Classroom: Pathways to Academic Language*”. Sessions will be held both on-site and at neighboring schools. Participating teachers will review student work samples and develop strategies for incorporating academic language into instruction.
- P.S. 17 will host two Citywide Professional Development sessions on October 15<sup>th</sup> and December 10<sup>th</sup>, “*Differentiated Instruction and Rigor*”. Participating teachers will learn instructional methods for differentiating instruction for ELL students of all modalities.
- Kindergarten ESL Teachers will participate in an ELL Residency where Felicia Bentine, our district ELL Support Specialist, will provide push-in support. The residency will take place on the following dates: November 16<sup>th</sup> and 17<sup>th</sup>, December 7<sup>th</sup> and 8<sup>th</sup>, January 4<sup>th</sup>, 5<sup>th</sup>, 25<sup>th</sup>, and 26<sup>th</sup>, and February 1<sup>st</sup> and 2<sup>nd</sup>.
- All Title III Program providers will participate in a professional development opportunity where they will learn strategies, methodologies, and techniques for teaching ELL students. This session will take place during the Title III Program hours. Teachers will alternate and provide coverage so that the entire after-school staff can attend the sessions in cycles. Felicia Bentine, Network Support Specialist, will provide at least four sessions on the following dates: January 25<sup>th</sup>, 26<sup>th</sup>, February 1<sup>st</sup> and 2<sup>nd</sup>. The sessions will focus on building literacy skills for *Beginner* and *Intensive* ELL students.
- Building Academic Vocabulary in the Content Areas
- Closing the Literacy Gap for ELLs
- Differentiation of Instruction for ELLs
- Developing the Language of Thinking: Recognizing Cognitive Language

These professional development workshops are aligned with Title III activities.

- Parents will also participate in an on-site workshop led by ESL Support Staff, “*How to Prepare Your Child for the NYSESLAT*”.

School District 30  
 BEDS Code 343000010017

For Title III Professional Development

## BUDGET NARRATIVE

\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<i>N/A</i>
<i>Code 16 Support Staff Salaries</i>	<i>N/A</i>
<i>Code 40 Purchased Services</i>	<i>(Professional Development provided by ISC)</i>

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 45 Supplies and Materials</i>	<i>N/A</i>
<i>Code 46 Travel Expenses</i>	<i>N/A</i>

School District 30  
BEDS Code 343000010017

For Title III Professional Development

<i>Code 80</i> <b>Employee Benefits</b>	N/A
<i>Code 90</i> <b>Indirect Cost</b>	N/A
<i>Code 49</i> <b>BOCES Services</b>	N/A
<i>Code 30</i> <b>Minor Remodeling</b>	N/A
<i>Code 20</i> <b>Equipment</b>	N/A

School District 30  
 BEDS Code 343000010017

For Title III Instructional Program

## BUDGET NARRATIVE

\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<p><b><u>Program Duration:</u></b> November 12<sup>th</sup> – May 27<sup>th</sup></p> <p><b><u>Total # of Sessions:</u></b> 48</p> <p><b><u>Length of Each Session:</u></b> 1 hour 42 minutes</p> <p><b><u>Teacher Salaries (8):</u></b> \$49.89 x 1.7 x 48 x 8= \$29,304.19</p> <p><b><u>Administrative Salaries (1):</u></b> \$52.21 x 1.7 x 48= \$4,260.33</p> <p>Total: \$33,564.52</p>
<i>Code 16 Support Staff Salaries</i>	<p>N/A</p>
<i>Code 40 Purchased Services</i>	<p>N/A</p>
<i>Code 45 Supplies and Materials</i>	<p><b>\$399.60 (NYSESLAT Teacher Manuals for Grades 1-5)</b></p> <ul style="list-style-type: none"> <li>▪ <b>These manuals will support instruction during our After-School Program. Teachers will use these resources to prepare students in Grades 1 – 5 for the Reading, Listening, Speaking, and Writing components of the upcoming NYSESLAT.</b></li> </ul>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p><b>\$2778.25 (NYSESLAT materials)</b></p> <ul style="list-style-type: none"> <li>▪ <i>Grade 1 – 5 students will receive individual student workbooks containing reading, listening, speaking, and writing activities related to those found on the NYSESLAT. Teachers will assess student literacy and incorporate activities that target individual student weaknesses.</i></li> <li>▪ <i>These supplementary materials will be used in addition to other ESL materials and/or resources, which will be provided through other funding sources.</i></li> </ul> <p><b><u>Total:</u> \$3,177.85</b></p>
Code 46 <b>Travel Expenses</b>	N/A

<i>Code 80</i> <b>Employee Benefits</b>	<i>N/A</i>
<i>Code 90</i> <b>Indirect Cost</b>	<i>N/A</i>
<i>Code 49</i> <b>BOCES Services</b>	<i>N/A</i>
<i>Code 30</i> <b>Minor Remodeling</b>	<i>N/A</i>
<i>Code 20</i> <b>Equipment</b>	<i>N/A</i>

School District 30  
BEDS Code 343000010017

For Title III Parent Community Involvement

## BUDGET NARRATIVE

\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<i>N/A</i>
<i>Code 16 Support Staff Salaries</i>	<i>N/A</i>
<i>Code 40 Purchased Services</i>	<i>N/A</i>
<i>Code 45 Supplies and Materials</i>	<i>N/A</i>
<i>Code 46 Travel Expenses</i>	<i>N/A</i>

School District 30  
BEDS Code 343000010017

For Title III Parent Community Involvement

<i>Code 80</i> <b>Employee Benefits</b>	<i>N/A</i>
<i>Code 90</i> <b>Indirect Cost</b>	<i>N/A</i>
<i>Code 49</i> <b>BOCES Services</b>	<i>N/A</i>
<i>Code 30</i> <b>Minor Remodeling</b>	<i>N/A</i>
<i>Code 20</i> <b>Equipment</b>	<i>N/A</i>

School: P.S. 17

BEDS Code: 343000010017

Title III LEP Program

School Building Budget Summary

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$33,564.52	Teacher and Supervisor Per Session
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	Not applicable
<b>Supplies and materials</b> - Must be supplemental - Additional curricula, instructional materials - Must be clearly listed	\$3,177.85	Preparation materials for NYSELAT, class sets of reading materials, teacher guides, student workbooks
<b>Educational Software (Object Code 199)</b>	0	P.S. 17 will not be purchasing any educational software this year.
<b>Travel</b>	0	P.S. 17 will not be using Title III funds to provide travel for teachers attending Professional Development.
<b>Other</b>	0	None
<b>TOTAL</b>	\$36,742.37	

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

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

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

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

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

At the beginning of each school year, the Parent Coordinator surveys all classroom teachers to gather the number of languages spoken in each household. All DOE translated correspondences are then distributed based on those numbers. In addition, all parents are asked if they need oral translations when they have school concerns. Displayed in the main lobby are signs in various languages stating that these services can and will be provided.

When determining the various translation and interpretation needs, P.S. 17 reviews the languages that represent our school population. Dependent upon the grade level/levels that must receive information; we request translations of all written documents in the languages that are represented in those grades. These documents are then given to teachers as per their request. In addition, during parent conferences, we hired outside interpretation services to speak to our parents based on their request. P.S. 17 has a large number of parent and staff members who speak a second language. These staff members are used on a daily basis when needed.

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.

P.S. 17 has found that most translations are needed in Spanish, Arabic and Bengali. These findings are based on Home Language Surveys as well as parent requests via the Parent Coordinator.

P.S. 17's written and spoken translation needs are primarily requested in Spanish, Bengali and Arabic. However, the school community knows that they are entitled to any document in their native language as per Chancellor's Regulation A-663, which is conspicuously posted in the main lobby and on every staircase landing.

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

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

P.S. 17 will provide translated documents for all DOE sponsored memos. These memos will be distributed to parents based on the language survey collected.

Any written translation service will be expedited via e-mails and faxed copies through the Department of Education's Translations Unit. Through careful planning and forethought, all requests will be made in a timely fashion to ensure duplication and distribution. When applicable, if P.S. 17 needs any written notices immediately for emergency purposes, we will call upon staff members and parent volunteers.

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.

P.S. 17 will provide in-house oral translators as well as accessing the DOE Translation Service Unit. In addition, P.S. 17 may contract out for oral translations services via a DOE contracted vendor.

P.S. 17 has, and will continue to contract out oral translation services through a Department of Education translation company. In addition, we will continue to use school community members for oral translations. P.S. 17 will continue its policy of using the Department of Education's phone service translation at no cost to the school.

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. 17 will abide by Chancellor's Regulation A-663. Evidence of this is seen through translated displays in the main lobby that represent our school's language needs. Oral and written translation services will be made available and we will continue to access the Translation Service Unit for phone conferences when we cannot utilize in-house staff members. Our Parent Coordinator will continue to distribute DOE memos that represent our parent language needs.

P.S. 17 will continue to be in compliance with Chancellor's Regulation A-663. First and foremost, the Parents' Bill of Rights has been posted in all languages that reflect our school community. In addition, our Parent Coordinator will continue to update school officials about particular parent translation needs. P.S. 17 will continue to use internal and external resources on a daily basis. All school monies earmarked for translation services

will be used for parent workshops and outside oral translation vendors. We will continue to review parent surveys and will monitor any and all languages of newly admitted students as per the Home Language Survey.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	427, 896	31, 824	459, 720
2. Enter the anticipated 1% set-aside for Parent Involvement:	4, 279		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		318	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21,395		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1, 591	
6. Enter the anticipated 10% set-aside for Professional Development:	42, 790		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		3, 182	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:

In 2008-2009 our school had 95.1% of teachers who were deemed “high-quality.” As of October 2009 100% of our staff are deemed “high-quality.”

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.

The Principal will continue to closely analyze the school's instructional program and teaching staff to determine areas of need. Program changes will be made (changes in teaching assignments) where appropriate to ensure teachers are correctly assigned and are scheduled to complete the necessary requirements for their licensing. The annual BEDS survey will be closely reviewed to ensure accurate reporting.

P.S. 17 will use the anticipated 5% Title I funds to pay for academic courses toward certification. Teacher programs will be re-evaluated to ensure alignment with teaching credentials/certification.

P.S. 17 in collaboration with the New York City Department of Education (NYCDOE) and the ISC/CFN will continue to make progress towards NCLB's goal of 100% HQ. BEDS Survey data will continue to be analyzed in order to measure its own progress toward 100% HQ in each core subject and target resources appropriately. Strategies that will implement during the upcoming year include:

- Maximizing teachers assigned to their area(s) of certification by the following actions:
  - The principal and /or designated staff will continue to participate in Central DOE training so that, when scheduling, responsible staff members will adhere to City and State regulations by assigning teachers to their area of certification, with some limited flexibility consistent with State certification rules.
  - School administrative staff will continue to be trained by Central on HQ goals and NYC/NYS regulations.
  - The school will continue to utilize centrally distributed HQ reports- based on the BEDS Survey indicating teachers' real-time HQ status. These reports will be carefully analyzed by the principal and administrative staff to ensure compliance.
- Teachers who are not HQ when hired or those who were given a teaching assignment that is out of license will be counseled to become HQ through conversion programs and by utilizing the school's 5% Title I set aside and Title II-A funds (if applicable). Teachers who are not HQ will be provided with options/methods for becoming HQ such as the following:
  - Conversion Program: The Conversion program helps teachers certified in a non-shortage area subject to obtain certification in a shortage area subject.
  - Title I - 5% Set Aside Funds: The 5% Set Aside Funds will be used to help non-HQ teachers become HQ in core subjects. Our school will adhere to the models and support mechanisms provided by Central and the ISC/CFN as to how these funds could be used.
- DHR Guidance: Our school will continue to follow the Division of Human Resources (DHR) guidance to schools regarding NCLB Highly Qualified requirements, HOUSSE, and the BEDS NCLB Summary Report. (ongoing)
- HOUSSE System: The HOUSSE system will be utilized more effectively as an approved way for teachers using the HQ flexibility to demonstrate subject matter competency by successful use of the online HOUSSE system.

At P.S. 17, efforts continue to be made to reassign non HQT teachers to positions within the teacher's license area. In the future, whenever a teacher is identified as not being highly qualified, the teacher will be counseled to become HQ through conversion programs and by utilizing school's 5% Title I set aside so that teachers can have opportunities to study at a university of their choice. Our goal is to ensure that all teachers are HQT for the 2009-10 school year, and all years thereafter.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**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.

September 8, 2009

Dear Parents/Guardians:

This is to inform you of P.S. 17's TITLE I-PARENT INVOLVEMENT POLICY (PIP)

What is Title I?

Title I is the largest Federally-funded Program in K-12 education under Elementary Second Education Act (ESEA) of 1965 was reauthorized as the No Child Left Behind Act (NCLB) of 2001-"Improving the Academic Achievement of the Disadvantaged". The money is intended to improve the quality of education in high poverty schools and/or give extra help to struggling students.

Title I focus is on improving academic achievement of children in schools who come from low income families and who need extra support to meet challenging academic standards. Schools most frequently provide extra instruction in Reading or Mathematics, outside regular school hours. Title I can also fund such services as counseling or preschool programs; schools are required to spend some money on parent involvement activities and professional development for teachers and paraprofessionals.

Schools can operate "school-wide programs," with agreement by the principal, the UFT, and the Title I parents; using their funding- in combination with other federal funds, if desired-to upgrade the entire school.

POLICY:

1. Teachers will be included in the development of school-level parent involvement activities by:
  - Conducting Parent-Teacher Conferences
  - Providing progress reports to parents
  - Providing parents with opportunities to observe classes during designated special events
  - Volunteering services
  - Working with parents on school decision-making committees
2. Parents will be involved in the planning, implementation, evaluation and continuous improvement of school level programs by participating in:
  - School Leadership Team (SLT)
  - Quality Review
  - Learning Environment Survey
  - Comprehensive Educational Plan (CEP)
  - Parent Needs Surveys
3. Meeting:
  - To accommodate our parents' work schedules, our School Leadership Team and Parents' Association meetings are scheduled in the evening hours with translation available for non-English Speaking parents.
4. Parents will be provided with timely information about instructional programs, curriculum, and performance standard and assessment instruments by means of:
  - Orientations
  - Parent Workshops
  - Parent Newsletters
  - Parents' Bulletin Board
  - Mailings
  - E-mails
  - Backpack
5. The school will increase participation of non-English speaking parents by providing communication as follows:
  - Translations and conversations through the Parent Coordinator
  - Department of Education notices in other languages
  - Notifications in various languages
  - Translations during meetings and during school hours
  - Report cards and transcripts
6. Schools and parents will share responsibility for student performance by:  
The school:

- Will provide an academic program that is rigorous and challenging.
- Will provide before and after school enrichment programs for students.
- Will communicate with families on an on-going basis regarding the students' academic progress.
- Will implement a homework program that emphasizes meaningful practice of instructional content and writing in all content areas.
- Will form and support alliances with parents/guardians in the governance of the school.

The parents:

- Will send their children to school appropriately dressed, prepared to learn and on time.
- Will encourage their child to do daily reading at home.
- Will attend Parent Teacher Conferences to discuss academic progress of their child.
- Will ensure that their child has completed their homework assignment by signing their School Planner on a regular basis.
- Will volunteer to assist in the school when possible.

7. Capacity-building activities for parents and school staff that support strong parental involvement include:

- Parent Workshops
- Parents' Association meetings
- Orientations
- Staff Development

8. Annual Meeting:

- An annual meeting will be held in September with parents of participating children to discuss the school's Title I Program and the types of services provided. The meeting will inform them of their right to be involved in the Program and offer opportunities for parent involvement.

As a parent of a child in a Title I School, you are now aware of our Title I Parent Involvement Policy. Please sign and have you child sign the tear-off below and return to school tomorrow.

Sincerely,

Ms. C. Dickman

*Principal*

✂ \_\_\_\_\_

(Please tear off and return to your child's teacher immediately.)

Principal: \_\_\_\_\_

*Ms. Cynthia Dickman*

Date: \_\_\_\_\_

Parent: \_\_\_\_\_  
Name (Print)

Parent's Signature: \_\_\_\_\_

Student: \_\_\_\_\_  
Name (Print)

Student's Signature: \_\_\_\_\_

The distribution date for the PIP was September 9, 2009.

In June 2010, the school's Parent Involvement Policy will be evaluated.

***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.

### **30Q017 SCHOOL-PARENT COMPACT**

School Responsibilities:  
PS 17 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold Parent-Teacher Conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November of 2009 and March 2010.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide progress reports in October, January and May.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

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

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.

- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities (revise as appropriate to grade level)

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

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

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**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.

Please see Needs Assessment

2. Schoolwide reform strategies that:

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

- Daily instruction and assessment in all curriculum areas will support students' academic achievement and provide for differentiated instruction.
- Professional Development will be given in the following areas: Acuity, the use of assessments, designing and using rubrics, using student data for group goal setting, use of student portfolios, and test strategies for the NYS ELA.
- Professional Development will be facilitated by internal and external staff developers and through turn-key methods.
- Common preparation periods will be given to teachers to identify trends in student achievement by subskill.
- Teachers on and across grade levels will meet to plan and share instructional strategies that will be incorporated into their teaching.
- Conduct focused Instructional walk-through to provide productive feedback to support teachers in their instruction.
- Extended Day will target individual student needs.
- After School English Language Learner tutoring sessions given by the ESL teacher and teachers who received Professional Development in ESL strategies.
- Teacher's College Reading and Writing Project Staff Developers will provide professional development to staff in order to formulate small groups based on the needs of the students.
- SSO ELL support for our classroom teachers, support staff, and ESL teacher.
- Professional Development on Writing Continuum given by Teacher's College Staff Developers to increase student writing skills.
- Implementation of an additional Inquiry Team to identify the needs of this group so teachers can adapt their lesson plans to target the individual needs of their children.
- Data derived from formative and summative assessments will be aligned to support change in teaching practices focused on student performance.
- Professional development on Acuity, ARIS and periodic assessments.

- Teachers will meet regularly to analyze data, discuss trends, and plan for differentiated instruction.

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - To ensure that students meet levels of proficiency, students will attend extended day instructional programs in Reading and Mathematics in small groups.
  - Through SES funding, students in all grades and levels are eligible to attend before-and after-school programs focused on improving skills in both Mathematics and Literacy.
  - Through Title III funding, after-school programs will be provided for ELL students who need additional academic support.
- Help provide an enriched and accelerated curriculum.
  - The School-wide Enrichment Model includes Grades K-5
  - After-school programs will be offered to students in order to provide academic enrichment for students in all grades and levels.
  - Teachers and administration will ensure that the Everyday Mathematics Program, the Teacher's College Writing Project, and the Harcourt Reading programs are aligned with state standards.
- Meet the educational needs of historically underserved populations.
  - Students will receive academic assistance through Title I support. Students who are still acquiring English will receive help through the service of ELL teachers providing push-in assistance. Additional academic assistance will be provided through Academic Intervention Services, Extended Day Programs, and before and after school programs.
  - Classroom libraries provide children with books that are culturally diverse.
  - Counseling services will be offered by the school if necessary.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - The PPT/AIS/LRE Committees identified students at (Level 1 and Levels 2's) and provided small group and/or 1:1 tutoring instruction in all core curriculum areas.
  - 1:1 and small group peer counseling will be available to identified 'at-risk' students.
- Are consistent with and are designed to implement State and local improvement, if any.
  - Small Group Instruction administered through before-and after-school programs for students performing at all levels. These programs are made possible through Title III funding and SES funding.

3. Instruction by highly qualified staff.

100% of staff is highly qualified.

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.

- All staff members participate in Teacher's College Calendar days and Central Professional Development.
- Reading First ELL professional development reviewing the ELL components, materials, and assessment tools.
- Coaching and the modeling of appropriate lessons via our Literacy and Mathematics Coaches
- Regional support from our ELL ISS to work one-on-one as well as with groups of teachers
- Regional support from our Special Education School Improvement Specialist to support teachers of Students with Disabilities
- Staff members participate in content specific professional development in the area of Science and turn key to staff.
- Through the Office of Curriculum Development and Instructional Learning, Professional Development will target teachers working with ELL students and Students with Disabilities in the areas of differentiated instruction and vocabulary development.

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

- Teachers are offered high-quality professional development onsite and offsite.
- Each year, teachers are provided with the supplies that they need in order to run an academically rigorous classroom.
- Teachers, administration, and students celebrate monthly theme-based "Spirit Days."

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

See Parent Involvement Compact, Parent Involvement Policy, and Parent Involvement Annual Goal.

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

- Pre-K students are provided with Literacy, Mathematics, Science, Social Studies, Art and Music that align with the Kindergarten instructional program.
- These activities along with many field trips provide background knowledge, vocabulary and social skills that support successful transitioning to the next grade.
- Articulation between Pre-K teachers and Kindergarten teachers provide continuity and easy transitioning.
- Pre-school teachers provide their students with diagnostic assessments that determine areas of strength and weakness and their overall readiness for Kindergarten.

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.

- Staff meets with principal at monthly faculty conferences and grade conferences to discuss on-going assessments.
- Teachers completed surveys
- Multiple inquiry teams composed of the principal and teachers will use data to inform instruction, with the primary focus targeting struggling students and higher achieving students to meet their individual needs.
- Teachers meet during common preparation periods to discuss academic assessment to formulate plans that meet the individual needs of students in their classroom. This information is passed on to the PPT/AIS/LRE Committees to improve student achievement.

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.

- Data Inquiry Teams will monitor student progress at weekly meetings. The teachers, coach, and instructional team will monitor student progress at weekly meetings. Student difficulties will be identified through various data tools and discussed at grade conferences and during common planning time.
- Instruction will be differentiated to meet the needs of the students.
- Data periods are scheduled for classroom teachers to look at student data.
- SES Programs provide extra support for Students with Disabilities, ELLs, and students performing at and above grade level.

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.

Title I Programs are monitored for the coordination and integration of Federal, State and local funds and the services and programming results from those funding streams to ensure that there is no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress towards meeting state performance standards.

- Our school uses the Extended Day Anti-Violence Prevention Leadership Program to meet the need of students exposed to situations that require violence prevention and counseling.
- The Guidance Counselor also provides support to students that need additional support.
- SES Programs provide extra support for Students with Disabilities, ELLs, and students performing below, at, or above grade level.

## **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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **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:** SINI 1 **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.

*See Needs Assessment, Section IV.*

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.

*See Action Plan, Section V.*

### **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.
  - All staff members participate in Teacher’s College Calendar days and Central Professional Development.
  - Reading First ELL professional development reviewing the ELL components, materials, and assessment tools.
  - Coaching and the modeling of appropriate lessons via our Literacy and Mathematics Coach
  - Regional support from our ELL ISS to work one on one as well as with groups of teachers
  - Regional support from our Special Education School Improvement Specialist to support teachers of Students with Disabilities
  - Staff members participate in content specific professional development in the area of Science and turn key to staff.
  - Through the Office of Curriculum Development and Instructional Learning, Professional Development will target teachers working with ELL students and Students with Disabilities in the areas of differentiated instruction and vocabulary development.

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<sup>1</sup> School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

P.S. 17's in-house F-status mentor works with one new teacher 2 times a week, modeling lessons, helping to review and construct lesson plans, assisting to examine curriculum instruction, assessment, differentiated instruction, and developing behavior management plans.

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.

- Copies of the notification letter on the school's improvement status have been mailed to parents.
- Letters were translated for speakers of other languages.
- Letters were mailed in the month of October.
- Parent workshops were held to inform/answer parent questions about SINI status.
- The letters were posted in the Parent Room.

## **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 Mathematics curriculum and instructional programs and ensure alignment with the state standards and assessments.

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

### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

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

#### ***1A. English Language Arts***

##### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested time frame 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 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.

<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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

A school-based team was formed to assess whether Finding 1A was relevant to P.S.17's educational program. The team included the two Assistant Principals, Writing Coach, the two Reading Coaches and an ESL teacher. The committee reviewed the CEP, ELA Performance Standards, P.S.17's ELA Core Curriculum Competencies and LAP to look for weaknesses in our written curriculum. Focused upon in this review was the effectiveness of our Curriculum Maps, the taught curriculum in ELA, especially for ELLs, Students with Disabilities, other struggling readers, and the materials used to implement the written curriculum. The results determined that the Curriculum Audit findings were relevant to P.S.17's education program in the area of taught curriculum for the aforementioned subgroups.

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?

Our team reviewed and evaluated the taught curriculum for all students at P.S.17 but focused on ELLs, Students with Disabilities, and struggling readers for alignment with NY State Learning Standards. Upon evaluating ELA results, student writing samples, and NYSESLAT results, there was evidence that while some student writing samples met the State Standards others were lacking a basic understanding of the conventions, grammar and usage of the English language.

A review of curriculum material available to teachers in the school determined that the materials on hand were adequate to meet the differentiated needs of all learners especially English Language Learners, Students with Disabilities, and struggling readers. After an evaluation of our Curriculum Map for ELA, it also was determined that P.S.17's Core Competencies, which are in place in all grades and all classes, aptly address the skills to be mastered by all students. The writing program in place in Grades K-5 is based on the Teacher's College Writing Project. Its rubric base is scaffolded, so as to address content and mechanics in writing.

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.

P.S. 17 has requested additional support from Central in the form of an ELL Success Grant. This grant would provide funding to support compliance issues, professional development for teachers, and in-house AIS services for our most struggling ESL students. Extended day students in Grades K-5 are now receiving extra instruction in literacy and mathematics.

## ***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.

A school based team comprised of the two Assistant Principals, the two Mathematics Coaches, and an ELL teacher was formed to assess the relevance of Finding 1B. P.S. 17 follows Everyday Mathematics in all classrooms. A review of NYS Mathematics Test results, lesson plans, and classroom visitations indicated that the mathematical instructional materials and practices used in PS 17 are aligned with the New York State content strands in Mathematics.

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

Applicable  Not Applicable

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

Everyday Mathematics is aligned with New York State content strands because the program relies on the process strands of problem solving, reasoning and proof, communications, connections and representation. As a scaffolding program it engages students in mathematical content as well as developing a better understanding of mathematical principles as they progress through the grades.

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.

N/A

## **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.

A school based team was formed to assess whether Finding 2A was relevant to P.S.17's educational program. Team members included the two Assistant Principals, the two Reading Coaches, the two Mathematics Coaches, the Writing Coach, and an ELA teacher. Classroom observations, lesson plans and the school's two reading programs, Reading First (K-3) and Harcourt Trophies (4-5) were analyzed to determine P.S. 17's dominant orientation for ELA instruction.

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?

Based on the team's findings it was determined that the majority of instruction in P.S.17's classrooms is highly focused academically and differentiated by small group guided instruction, station work and independent activities. ACUITY (3-5), DIBELS (K-3), and ECLAS 2(K-3) in Reading, helps target students' weaknesses through providing significant data allowing teachers to create small groups based on students' needs. In turn, differentiated instruction is evident in Grades K-5.

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.

N/A

## **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.

A school based team comprised of the two Assistant Principals, the two Mathematics Coaches, and an ESL teacher was formed to determine the relevance of Finding 2B to P.S.17. Using data from The New York State Mathematics Assessment, classroom observations, inter-visitations and plan books, it was determined that this Finding was not applicable to P.S. 17.

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?

P.S. 17 uses Everyday Math, a workshop based program, which emphasizes a conceptual understanding of Mathematics while building a mastery of basic skills. Its program is consistent with how children learn and what they are interested in, while building their Mathematical skills.

All classes use teacher directed lessons in addition to collaborative/cooperative learning with partners, math games, and small-group activities to differentiate instruction and meet the students' individual pacing needs. Ongoing review through the year, Everyday Math unit tests and teacher made tests insure lessons are differentiated to meet all students' needs. Technology is used actively in the mathematics program. ACUITY Math testing and SCANTRON math testing are given several times a year in Grades 3-5. The Everyday Math website provides additional games and activities that help the classroom teacher differentiate instruction.

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.

N/A

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

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

P.S. 17 used a school-based team to assess the relevance of Key finding 3. The team included the two Assistant Principals, the two Reading Coaches, the two Mathematics Coaches, and the Writing Coach. The team analyzed P.S.17's School Profile for years 2004-2008.

Upon analyzing the School Profile it was determined that P.S. 17 does not have a high turnover rate or a high number of yearly transfers. While it is true that in the last five years there has been an influx of new and younger staff, this is because of retirement of those who had twenty-five or more years in the system.

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?

Upon analyzing the School Profile it was determined that P.S. 17 does not have a high turnover rate or a high number of yearly transfers. While it is true that in the last five years there has been an influx of new and younger staff, this is because of the staff retirements of those who had twenty-five or more years in the system.

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

### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

A school-based team was formed to assess the applicability of Key Finding 4. The team consisted of the two Assistant Principals, the two Mathematics Coaches, the two Literacy Coaches, the Writing Coach, and an ESL teacher. It was determined that there were ample professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs.

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?

Teachers who work at P.S. 17 are being offered a wide range of Professional Development. All grades receive Professional Development supported by ICILSO and Central, as well as in-house Professional Development from Literacy, Writing, and Mathematics coaches. Each week teachers take part in communal preparation periods and in-house visitations to hone their skills for the delivery of instruction to ELLs. In addition, in grades K-3 there is Reading First Professional Development supported by the UFT. P.S. 17's Professional Development Plan is effective as evidenced by the number of ELLs that are moving from one level to the next as well as reaching proficiency.

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.

P.S. 17 effectively provides all staff members, and ELL teachers, with NYSESLAT data. In August all ELL teachers were provided with staff development to interpret those scores and look at each learning modality of their students. In-house ESL teachers, will update classroom personnel as to changes in programs as well as instructional needs. The administration updates teachers as to the proficiency status of ESL students. This is made known through grade conferences as well as written memos.

#### **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. 17 effectively provides all staff members and ELL teachers with NYSELAT data. ELL teachers were provided with staff development to interpret those scores and look at each learning modalities for their students. In-house ELL teachers, update classroom personnel as to any changes in programs as well as instructional needs. The administration updates teachers as to the testing status of ELL students. This is made known through grade conferences as well as written memos.

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?

NYSESLAT scores are evident in all Data Binders. Flexible groupings are observed in ELL classrooms that are aligned with the learning level as well as the target modality.

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.

N/A

#### **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.

A school-based team was formed to assess the applicability of Key Finding 6. The team consisted of the Principal, two Assistant Principals, the IEP and SETSS Teacher, and members of the School Assessment Team (SAT).

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?

In regards to student progress, Key Finding 6 is relevant to P.S. 17 based on the fact that the Students with Disabilities subgroup in Grades 3-5 have not made AYP for the past two years.

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.

In order to address these issues, teachers at P.S. 17 will be offered a wide range of Professional Development to meet the diverse learners at P.S. 17. All grades will receive Professional Development supported by ICILSO and Central, as well as in-house Professional Development from Literacy, Writing, and Mathematics Coaches, an IEP Teacher, Supervisor of Special Education, School Assessment Team as well as from our Network IEP Specialist. Each week teachers take part in communal preparation periods and in-house visitations to hone their skills for the delivery of instruction and to view proven research-based instructional strategies being implemented by their colleagues. Monthly Special Education Meetings are conducted where an agenda is developed based on the identified needs and suggestions of the teachers who serve students with IEPs. Our IEP Teacher as well as the Supervisor of Special Education are available to meet with individual teachers who need support regularly. In addition, IEPs are reviewed with classroom teachers to clear up any inconsistencies and to clarify misconceptions regarding IEP writing and the IEP itself. Our IEP Network Support Specialist has been called upon to aid in the support of IEP training and IEP Writing.

#### **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.

A school-based team was formed to assess the applicability of Key Finding 7. The team will consist of the Principal, two Assistant Principals, the IEP/SETSS Teacher, and members of the SAT.

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?

Special Education Meetings are conducted where agendas are developed based on the need and suggestions of the teachers who service students with IEPs. Our IEP Teacher as well as the Supervisor of Special Education are available to meet with individual teachers at their request. In addition, an IEP is reviewed with classroom teachers to clear up any inconsistencies and to clarify misconceptions regarding IEP Writing and the components of an IEP. Our IEP Network Support Specialist has been scheduled to aid in the discussion of components of the IEP and IEP Writing. New York State's "Test Access and Accommodations for Students with Disabilities" - Policy and Tools to Guide Decision-Making and Implementation, May 2006, is given to all teachers who aid in the writing of an IEP. This document will be discussed at Special Education Meetings and at pre-annual review conferences with the teachers who are responsible for including accommodations and modifications for an IEP. Our Network Support IEP Specialist has conducted in-house Professional Development to address the issues in Key Finding 7 and will continue to be called upon to support the teachers at PS 17. In addition, Grade-Specific Performance Indicators are utilized by classroom teacher to ensure that alignment between goals, objective and modified promotion criteria are being met. Behavioral plans are implemented for students who receive counseling. School staff has and will continue to receive professional development both by ICILSO and Central.

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.

It is not believed at this time that additional support is needed. Based on the supports listed in Key Finding 7.3, we feel that the issues listed in Key Finding 7 will be addressed.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*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>

### **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.)

Based on our January 2010 STH report, there are no students in Temporary Housing at P.S. 17.

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

Services include but are not limited to providing STH eligible students with: school supplies, backpacks, eyeglasses, school uniforms, before and after school programs, and Metro-cards.

Our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services, as determined by our needs assessment of the targeted population. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the purchase of school supplies, emergency personal supplies, eyeglasses, book bags, school uniforms, metro cards, etc. However, these funds will not be used to defray costs related to graduation.

### **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.