



P.S. 017 HENRY D. WOODWORTH

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 017 HENRY D. WOODWORTH
ADDRESS: 208 NORTH 5 STREET
TELEPHONE: 718-387-2929
FAX: 718-302-2311

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331400010017 **SCHOOL NAME:** P.S. 017 Henry D. Woodworth

SCHOOL ADDRESS: 208 NORTH 5 STREET, BROOKLYN, NY, 11211

SCHOOL TELEPHONE: 718-387-2929 **FAX:** 718-302-2311

SCHOOL CONTACT PERSON: Dr. Robert Marchi **EMAIL ADDRESS** RMarchi@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Colleen Carney

PRINCIPAL: Dr. Robert Marchi

UFT CHAPTER LEADER: Diane Alles

PARENTS' ASSOCIATION PRESIDENT: Christine Garcia

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** CFN 306

NETWORK LEADER: MARGARITA NELL

SUPERINTENDENT: JAMES QUAIL

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Robert Marchi	Principal	
Colleen Carney	Admin/CSA	Comments: I approve the CEP
Cassandra Byrd	UFT Member	
Diane Alles	UFT Chapter Leader	
Anthony Cordaro	UFT Member	Comments: Y
Iris morales	UFT Member	
Vincent Ling	Parent	
Silvia Portugal-Rivera	Parent	Comments: I authorize Dr. Marchi to approve this document.
Garcia Christine	PA/PTA President or Designated Co-President	
Leslie Morales	Parent	
Lolo Saney	UFT Member	Comments: I, Lolo Saney, authorize Dr. Marchi to enter my approval.
jennifer steinle	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

At present, there are approximately 406 pupils in attendance.

Many children and their families live in substandard housing. Unemployment throughout the community is well above the city average. Five percent of Public School 17's pupils are recent immigrants.

Public School 17's pupils have the opportunity to participate in a wide range of supplementary enrichment, early childhood, reading, mathematics, English as a second language, multicultural and SETSS (Resource Room) programs.

An extensive and ongoing program of professional development is implemented throughout the school year.

Each member of P.S. 17's School Leadership Team, endorses the concept of collaborative planning and shared decision-making.

We must recognize and attend to these differences, while setting high standards and providing effective instructional approaches. We also pledge to strive to have each child develop exemplary qualities of self-discipline, control, character, respect and citizenship.

P.S. 17's Leadership Committee unanimously endorses the New York State Board of Regents Bill of Rights for children and commit ourselves to using the concepts contained therein, to guide our planning, decision making and implementation strategies.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 017 Henry D. Woodworth								
District:		14	DBN #:		14K017	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		24	34	28			93.6	93.8	TBD	
Kindergarten		48	47	59						
Grade 1		51	72	56	Student Stability - % of Enrollment:					
Grade 2		61	61	67	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		59	68	54			95.7	95.30	TBD	
Grade 4		65	52	71						
Grade 5		62	66	54	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			79.4	79.4	90.8	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			1	8	TBD	
Grade 12		0	0	0						
Ungraded		3	0	1	Recent Immigrants - Total Number:					
Total		373	400	390	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							5	1	3	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		34	41	44	Principal Suspensions		0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		16	31	40	Superintendent Suspensions		0	0	TBD	
Number all others		19	28	26						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		8	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	79	79	54	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	8	28	Number of Teachers	35	39	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	8	TBD
				Number of Educational Paraprofessionals	5	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	74.3	74.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	65.7	66.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	91	82	TBD
American Indian or Alaska Native	0.5	0.8	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98	94.6	TBD
Black or African American	3	3.5	5.9				
Hispanic or Latino	86.6	85.3	80.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	3.3	3.6				
White	7.5	5.8	6.4				
Multi-racial							
Male	54.4	53.8	55.9				
Female	45.6	46.3	44.1				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	98.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	59.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = 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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

SECTION IV: NEEDS ASSESSMENT

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

Student writing is poor across the grade levels. While reading, as measured quantitatively, is up, the quality of reading is remaining somewhat static. There is a definite need to have more basal reader selections incorporated into the literacy curriculum for the coming year.

The environment survey highlights the need to increase the communication between teachers, administration and parents.

Some findings in the Quality Review have helped us evaluate different strategies that we can adopt to better our school community. We need to continue to expand the use of data more and compare ourselves to similar schools in a deeper way. There continues a need to promote more differentiation in the classrooms and we need to let the students do more independent and small group work. They need to be able to discover strategies on their own and to find different ways to come to a common point of understanding.

Teachers need to revise their professional development goals regularly and to update them whenever necessary. Student's goals need to be updated regularly, too.

We see more parent involvement in our school and we would like this to continue. There are different activities taking place at our school where parents are involved. More parent involvement, especially workshops on how to help with NYS tests at home, is planned for the rest of the year. We want parents to be a direct source of information that will benefit their children's education.

We need to continue revising our interim goals and periodically make necessary adjustments.

We need to continue monitoring and evaluating our interim assessments to improve our students' performance in both math and ELA.

There is a need to inform and train the teachers about the different changes coming with the new Common Core State Standards and school data systems that they must know in order for them to be able to make better use of data for information, planning, and evaluation in the classroom.

There is a continuing need to provide teachers with a professional development for assigning and monitoring differentiated instructional activities through the Renzulli Learning System for Grades 1-5.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> GOAL #1: By June, 2011, PS 17 will have significantly improved student writing instruction throughout grades 1-5.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> GOAL #2: By June, 2011, PS 17 will have upgraded the availability and use of Renzulli Learning System differentiated instructional strategies for increased project-oriented activities throughout grades 1-5.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> GOAL #3: By June, 2011, PS 17 will have provided considerably more physical fitness activities throughout all grade levels.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> GOAL #4: By June, 2011, PS 17 will have increased the ability of all Grade 1-5 students to read and comprehend grade-level texts in reading.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> GOAL #5: By June, 2011, PS 17 will have improved parental communications leading to greater parental involvement in the activities of PS 17.	<input type="checkbox"/> To be achieved.

SECTION VI: ACTION PLAN

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

Subject Area

LITERACY - Writing

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> GOAL #1: By June, 2011, PS 17 will have significantly improved student writing instruction throughout grades 1-5.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Student writing samples will be collected twice each month. One will be based on a book-of-the-month reading selection used school-wide. The second will be based on a basal reader selection agreed upon by the teachers on each grade level. Writing samples will be reviewed collectively during monthly grade conferences, first Friday professional development sessions, common planning periods, Election Day PD, and after-school PD. The process will begin in October and conclude in June, 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Professional development will be made available during monthly PD sessions on the first Friday of each month, during monthly grade conferences, Election Day, and during common planning periods. Additional time will be made available by administration as needed. Professional development monies will be used to purchase relevant professional texts, as well as support through funding for after-school teacher-training sessions on a twice per month schedule.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Indicators of progress will be the staff identification of individual and class strengths and weaknesses based on an agreed upon rubric. This will be assessed during grade conferences and first Friday PD sessions with the teachers on a monthly basis, as well as during individual conferences on a more frequent timetable.</p>

Subject Area
(where relevant) :

DIFFERENTIATED INSTRUCTION

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> GOAL #2: By June, 2011, PS 17 will have upgraded the availability and use of Renzulli Learning System differentiated instructional strategies for increased project-oriented activities throughout grades 1-5.</p>
<p>Action Plan <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><input type="checkbox"/> All students in Grades 1-5 will complete a minimum of 5 independent and 3 team projects during the year using the Renzulli Learning System. In addition to classroom teachers, key personnel will include the librarian and technology cluster teacher. An interdisciplinary approach will be encouraged as students are asked to undertake projects in science and social studies. Staff will be encouraged to take students on class trips that will help support the interdisciplinary philosophy and the Renzulli options available for individual and small group application. The process will begin in September, 2010, and conclude in June, 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funding has been allocated to continue the Renzulli program for the 2010-2011 school year. The school librarian will continue to serve as the school's Renzulli liaison. All students will have had their profiles updated by the middle of October. Professional development will be provided by Renzulli in early November. Ongoing support will be provided by the librarian and school administration.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Indicators of progress will include a monthly review and assessment of student and staff use of the Renzulli Learning System by the administration and school liaison. Student projects will be assessed by teachers and parents throughout the school year. Student logs will be maintained documenting the types and frequency of activities engaged in throughout the year.</p>

Subject Area
(where relevant) :

STUDENT PHYSICAL FITNESS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> GOAL #3: By June, 2011, PS 17 will have provided considerably more physical fitness activities throughout all grade levels.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Defined activities will be assigned during lunch periods so as to take full advantage of the new \$500,000 Out2play playground completed during the summer of 2009. In addition, each grade will continue to be assigned 2 physical activity periods per week for the use of the new outdoor facilities. NIKE Let Them Play activities will be incorporated into both indoor and outdoor physical activity. JAMmin’ Health Tips will continue to be provided on a weekly basis for all classes to engage in classroom exercise routines to help maintain physical fitness. The New York City FitnessGram and pacing calendar will also be introduced and followed during the year. The process will begin in September, 2010, and conclude in June, 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Selected personnel will attend Fitnessgram and/or Out2play training sessions and turnkey this with the rest of the staff.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Indicators of progress will include the observation by administrators of teacher adherence to the monthly physical activity schedule and the daily rotation of lunchtime outdoor activities. Feedback from staff, students, and parents regarding the quality and quantity of activities made available will be analyzed. Student capacity to learn social interaction skills through physical activities will also be monitored. Student knowledge of sporting rules for various team sports will be assessed. The process begins in September and will conclude in June, 2010.</p>

Subject Area
(where relevant) :

LITERACY - Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</p>	<p><input type="checkbox"/> GOAL #4: By June, 2011, PS 17 will have increased the ability of all Grade 1-5 students to read and comprehend grade-level texts in reading.</p>
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<i>Time-bound.</i>	
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> In addition to the continuation of the Teachers College balanced literacy reading program, teachers will continue the use of basal reader selections on a twice per month basis to provide greater support to the students needing assistance in understanding grade-level texts used on New York State ELA tests in April, 2010. This will include the combined efforts of AIS, cluster, and classroom teachers for Grades 3-5. The process will begin in September, 2011, and conclude in June, 2011.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Professional development will be made available during monthly PD sessions on the first Friday of each month, during monthly grade conferences, Election Day, and during common planning periods. Additional time will be made available by administration as needed.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Indicators of progress will be the identification by staff of individual and class strengths and weaknesses based periodic assessment of the basal reader selections. This will be analyzed during grade conferences and first Friday PD sessions with the teachers on a monthly basis, as well as during individual conferences on a more frequent timetable.

Subject Area
(where relevant) :

PARENTAL INVOLVEMENT

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> GOAL #5: By June, 2011, PS 17 will have improved parental communications leading to greater parental involvement in the activities of PS 17.
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<p>Action Plan <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><input type="checkbox"/>The school will begin the use of its newly developed eChalk website for 2010-2011. Parents will have a greater awareness of school and classroom activities in a more timely manner and instantly translatable to many (35) languages.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Professional development will be provided on an ongoing basis to staff members. Parent workshops will be conducted throughout the school year to inform parents on how to make the best use of the new website.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Indicators of progress will include improved attendance at various meetings (e.g., PTA), parental dialogue on new website, parental feedback on periodic surveys.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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: 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	10	10	N/A	N/A				
1	15	15	N/A	N/A				
2	8	8	N/A	N/A				
3	13	13	N/A	N/A				
4	7	7	7					
5	14	14		14	1		1	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <p>Balanced literacy, Foundations, Renzulli Learning, and informal/formal assessments are utilized. Grade 1 – Balanced literacy, reading/writing. Wilson foundations, Sadlier Phonics and Educational insights- phonics fundamentals. Instruction is provided on a "one-to one" basis and in small groups before and during the regular school day.</p> <p>Grades 2-5: Primarily a "push-in" model is employed. Individual and/or small group instruction is provided before/during/after school as well as on Saturdays (funding permitting). Teachers College balanced literacy program and the McGraw-Hill Reading Program are utilized. Renzulli Learning is used for differentiating the instruction.</p>
Mathematics:	<input type="checkbox"/> <p>Reinforcement worksheets, manipulatives, and computer assisted instruction are utilized. Grades1-5: "One-to-one" and/or small group instruction is provided before/during the regular school day, as well as after school and on Saturdays (funding permitting). Methods/programs include the use of : Everyday Mathematics and McGraw Hill Mathematics, and the Renzulli Learning System.</p>
Science:	<input type="checkbox"/> <p>Grade 4: A "push-in" model is employed; in addition, small group instruction and/or individual tutoring is provided before/during/after school, as well as on Saturdays (funding permitting).</p>
Social Studies:	<input type="checkbox"/> <p>Grade 5: A "push-in" model provides small group instruction and individual tutoring before/during school, and after school and Saturdays (funding permitting).</p>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <p>Individual counseling provided 1 period per week.</p>

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Social worker meets weekly to discuss goal setting for the following week and also meets with student on an "as needed" basis. <input type="checkbox"/>
At-risk Health-related Services:	<input type="checkbox"/> N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 74

Non-LEP N/A

Number of Teachers 1

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

Students in grade K-5 in freestanding ESL program at PS 17 are instructed in English. Eligible students with IEP will receive ESL services as per their IEPs. We have a very diverse group of English Language Learners in several multi level classes. We incorporate the four skills of listening, speaking, reading, and writing in each class aligning the program with the school's curriculum as well as the NYS ESL Standards. We teach thematically and focus on the basic skills needed to communicate in every day situations as well as strong emphasis on acquiring the academic language.

The Goals of the ESL program are as follows: *

- Provide academic content- area instruction in English
- Incorporate ESL methodologies and instructional strategies to scaffold and support ELLs
- Assist students to achieve grade level proficiency based on the NYS ESL Standards and Performance Indicators
- Help ELLs meet or exceed New York State and City Standards by adopting various scaffolding and facilitating techniques
- Help children assimilate and acculturate in order to become a successful member of the larger community of learners.

PS 17 uses the Teachers College Reading and Writing units of study in our balanced literacy program. We also use the Everyday Math program. Science utilizes the "blended" approach and social studies follows the initiatives of Tweed. All 74 ELLs receive instruction in the content areas (Math, ELA, Science, Social Studies). Content area instruction is provided to the ELLs via their classroom teachers and their cluster teachers (Art, Music, Science, Social Studies, and Computers). ELL's are full participants in the 37.5 minute morning sessions, as well as in our Title III after school program.

Title III After School Program

ELL's actively participate in all after school program offered at PS 17K. At PS 17K, ELLs have a robust participation in ELL's after School Program test prep. The program began on January 31, 2011 and will end on May 2011. The grade levels involved are: Kindergarten, first, second and third. There will be two groups of approximately 20 students each. There are three teachers involved. Ms. Lolo Saney, certified ESL teacher, Mrs. Margaret Reichert, certified CB teacher and Mr. Brendan Meyer, certified CB teacher. They will work collaboratively; the ESL teacher will push in to each group for one hour and team teach with the general education teacher to differentiate instruction. The program operates every Monday, Tuesday and Thursday from 3:05 p.m. to 5:05 p.m. There are approximately 40 students involved. They

will receive assistance with their homework as well as remedial instruction and test prep strategies. The materials to be used will be: Supplies, Empire State NYSSELAAT Level K-5 and NYSSSELAT Test Prep Levels K-5. Ms. Colleen Carney, will be our site supervisor to ensure quality instruction and maintain a safe environment and dismissal.

Across levels, students will complete a variety of grade/level appropriate activities to demonstrate and reinforce knowledge of English k-3 grade concepts. Students will be engaged in various authentic academic discussions to negotiate meaning. They will write on many different topics and literary pieces and they will present their written work to receive constructive feedback from their classmates as well as the instructor. In analyzing literary pieces, the principals of 'Shared Inquiry' method will be used to inspire deeper thinking through reading and discussion. Children will also use Lexia Reading Program, as they will work in pairs on the computer in the ESL classroom/ computer Lab. This is considered to be a valuable tool to teach reading strategies. Students will also incorporate grammar structures including noun, pronoun, verb, adjective, article, adverb, proposition, conjunction, interjection and linguistic devices in order to critically analyze, examine and discuss certain themes throughout the program.

Parental Involvement Program

Parent orientation about the ESL program was held in September 2010.. Additional orientations are scheduled throughout the year as needed. Ms. LoLo Saney, ESL teacher and Ms. Diana Rose, Parent Coordinator will give the orientations in the PS 17K's auditorium. Information about state standards and assessments are sent home to the parents via letters in both English and the parent's native language.

In addition to the parent orientation at PS 17K, all parents of ELLs are welcome to attend all parent meetings at PS 17K. An integral part of parent participation at PS 17K is a series of workshops in literacy and math that will be offered at various points in the year to any interested parent. The ESL teacher (Ms. Saney) and the Parent coordinator (Mrs. Diane Rose) will continue to work together to create workshops that are specifically designed to meet the needs of ELLs and foster ways that parents of ELLs can be active participants in their children's education. The full expertise of PS 17K's staff will be called upon as the need arises in the creation of the workshops.

Professional Development Program

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

□

Staff Development will take place throughout the year for all staff members interested in learning about ways to support the ELLs in order to help teachers attain the mandated 7.5 hours of training. There are 5 sessions that are under construction for the 9-10 year. Please note that the dates are general and that more sessions will be added as interest and need arises. Participants will be trained to use CALLA (Cognitive Academic Language Learning Approach) and to refine the use of integrated thematic units as a means to meet standards and to differentiate instruction. Common preps set-aside during October, December, January, March, and May. The parent coordinator and school secretary will also be exposed to professional development opportunities throughout the year designed to enhance their knowledge and skills in working with the families of ELL students.

In addition, staff members are encouraged to attend workshops presented by the Community CFN-306 experts throughout the 2010-2011 school year.

Section III. Title III Budget

—

School: PS 17 - 14K017

BEDS Code: 331400010017

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	15,000.00	<input type="checkbox"/> 3 trs. x 6hrs x 11 weeks x \$49.89 = \$9,878.22 1 sup. x 6hrs x 11 weeks x \$52.21 = \$3,445.86 Total = \$13,324.08
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1,675.92	<input type="checkbox"/> <input type="checkbox"/> Empire State NYSELAT Level K-5 NYSELAT Test prep levels K-5 Supplies
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A

Travel	0	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/>
TOTAL	0	

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.

The school uses data provided by the Home Language Identification Survey, ATS, and emergency blue card data to help ascertain the number of families requiring oral and/or written translation assistance. In addition, the parent coordinator and PTA officers obtain information by surveying parents regarding this topic.

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.

Over 55% of the families reported Spanish as a language spoken at home by some family members. Therefore, there is a significant need for Spanish translations of all communications sent home. In addition, there is a need for translation during PTA meetings and parent-teacher conferences.

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.

Parents are provided with an English and Spanish version of all communications sent home. Bilingual office staff, the Parent coordinator, and PTA officers assist in the translation of these documents. The school is making an investment in an eChalk website that permits translation of all messages into any of 44 different languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations are provided by our bilingual office staff, Parent Coordinator, and PTA officers as needed for teacher/administrator meetings or conferences with parents and for all PTA meetings. In addition,. Spanish-speaking teachers and paraprofessionals and school aides assist with Parent-Teacher Conference Day meetings whenever needed.

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>.

All relevant notices are posted prominently in the lobby and main office of the school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$321,971	\$106,345	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,129		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,100	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$44,113	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
97.5%

6. If the percentage of high quality teachers during 2009-2010 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.

Teacher will be offered opportunities to complete needed coursework to become "highly qualified" before year's end.

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

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

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

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

□

PS 17 Title I Parent Involvement Policy

I. General Expectations

PS 17 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

that parents play an integral role in assisting their child's learning;

that parents are encouraged to be actively involved in their child's education at school;

that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS 17 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Keep parents informed of all meetings conducted by the Community Education Council for Community School District 14.
 - Have Parent Coordinator maintain close contact with District 14 parent liaison.
2. PS 17 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Use the monthly School Leadership Team meetings as a forum to assess school needs and for offering recommendations on how to improve academic and non-academic performance of the students of PS 17.
 - Conduct parent workshops throughout the year in math and literacy.
3. PS 17 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Meet with the Executive Board of the PTA on a weekly basis to plan and schedule activities that will support increased parental involvement throughout the year.
4. PS 17 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:
 - Working with community based organizations to provide after-school literacy programs for parents and their children.
5. PS 17 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Reviewing collaboratively the outcomes produced by the Learning Environment Survey that is part of the school's Progress Report. The Parent Coordinator will be responsible for conducting this joint review.
6. PS 17 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 Conduct parent workshops throughout the school year.
 Purchase resources need to effectively implement these workshops.
- b. PS 17 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 Working with community based organizations to conduct family literacy initiatives for parents and their children.
 Offering workshops on how parents can access student data through ARIS.
 Offering parents opportunities to use technology at PS 17 to access ARIS and the Renzulli Learning System for differentiated instructional activities for their children.
- c. PS 17 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 Apprising staff of relevant workshops conducted by the Community LSO regarding parental involvement activities.
 Conducting a Fall Curriculum Conference to acquaint parents with teacher expectations, room environment, etc.
- d. PS 17 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 Providing information in a timely manner through PTA meetings, workshops, open forums, etc.
- e. PS 17 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 All communications are sent home in English and Spanish.
 Translators are available for all meeting (PTA, Parent-Teacher Conferences, etc.)

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance data. This policy was adopted by PS 17 on November 10, 2009 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 10, 2009.

Principal's Signature: Dr. Robert A. Marchi

Date 10/30/09

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

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

strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

PS 17 School Parent Compact

PS 17, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions School Responsibilities

PS 17 will:

provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Hiring staff who are supportive of the PS 17 educational philosophy;
- Providing staff with high quality, ongoing professional development opportunities to improve skill levels in all disciplines;
- Using our physical and fiscal resources to support differentiated instruction for all students;
- Providing parents with frequent opportunities to interact with staff and become familiar with the curriculum across all grade levels;
- Provide parents with opportunities to use our library and computer lab facilities to learn about student data (ARIS) and differentiated instructional activities (Renzulli Learning System).

hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 10, 2010 and March 16, 2011.

provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards distribution dates of November 9, March 15, and June 28.

provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents may schedule meetings with teachers during Parent-Teacher Conference Days, the Fall Curriculum Conference, prep periods, and before or after school.

provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Parents may visit classrooms any day they wish as long as they make an appointment in advance. In addition, classrooms are open for parental visitations during Open School Week in the fall and the spring.

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

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

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.

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.

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.

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.

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.

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 (i.e. as per NCLB.)

Parent Responsibilities

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

supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;

participating in school activities on a regular basis;

reading together with my child every day;

providing my child with a library card;

communicating positive values and character traits, such as respect, hard work and responsibility;

respecting the cultural differences of others;

helping my child accept consequences for negative behavior;

being aware of and following the rules and regulations of the school and district;
 supporting the school's discipline policy;
 express high expectation and offer praise and encouragement for achievement.)

Optional Additional Provisions
 Student Responsibilities (revise as appropriate to grade level)

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

- Do my 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.

Name	Signature	Date
School – Dr. Robert A. Marchi Principal		
Parent – Christine Garcia PTA President		
Student (if applicable)- Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

N/A

2. Schoolwide reform strategies that:

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

N/A

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

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

N/A

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.

N/A

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

N/A

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (I.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

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.

Reimbursable teachers are utilized to provide Academic Intervention Services to at-risk students in Grades 1-5. In addition, they work with the students during the “extended day” 37.5 minute instructional program conducted Monday-Thursday mornings.

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

The AIS Team will meet on a regular basis in order to discuss specific planning issues relating to the discharge of their duties. In addition, there will be at least 2 AIS Team members who will also serve on the school’s CORE Instructional Team. This is done to ensure the inclusion of their voices and needs in the planning that takes place on a school-wide level. In addition, AIS teachers will attend monthly grade conferences in order to ensure consistency in planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - Students identified as "mandated" in Grades 4 and 5, as well as students identified through teacher recommendation in Grades 1-5, are provided with an additional 37.5 minutes of instructional time from 8:00-8:37 am Mondays-Thursdays. After-school and Saturday programs designed for ELA and math test preparation are planned commensurate with available funding in the school budget.

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

In order to stay current, all reimbursable staff will be afforded the same professional development opportunities available through Tweed, the Community LSO, and/or in-house that regular classroom teachers are afforded. Throughout the year, all teachers will be given extensive professional development in the new Core Curriculum State Standards.

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

All reimbursable staff will use a “push-in” model as the primary means for the delivery of AIS to eligible students in the regular classroom during regular school hours. In order to stay current, all reimbursable staff will be afforded the same professional development opportunities available through Tweed, the Community LSO, and/or in-house that regular classroom teachers are afforded.

4. Coordinate with and support the regular educational program;

The AIS providers will have opportunities to meet with regular classroom teachers during grade conferences and common planning periods in order to coordinate and plan instructional activities together.

5. Provide instruction by highly qualified teachers;

Thirty-nine of 40 teachers are highly qualified.

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

Teachers will be provided with Central and Community LSO professional development calendars throughout the year. As funding permits, all teachers will be encouraged to attend sessions that will enhance their knowledge of children and the curriculum. In addition, PD will be provided "in house" by the principal, data/inquiry specialist, librarian, and technology cluster teacher.

7. Provide strategies to increase parental involvement; and

The school plans to explore all avenues that will lead to an increase in parental involvement. The PTA Executive Board will meet regularly to plan meetings and activities that will increase parental interactions and involvement with their children's academic and social lives. Ongoing surveys will provide more direct and instant feedback to the school. There will be a more conscious effort to celebrate student successes with greater frequency and in a more public manner as we continue the "student-of-the-month" initiative that was so successful last year. We will also pursue the development of our newly acquired eChalk website that will enhance native language interpretation capabilities in over 40 languages.

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

Every effort is made to ensure the full integration and coordination of Federal, State and local services and programs throughout the school year.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
3
2. Please describe the services you are planning to provide to the STH population.
 PS 17 offers some after-school programs throughout the year that these children are made aware of. These programs help with math and language skills development. In addition, health and nutritional considerations are assessed and provided as needed.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_14K017_110110-103421.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Margarita Nell	District 14	School Number 017	School Name Henry Woodworth
Principal Dr. Robert Marchi		Assistant Principal Colleen Carney	
Coach type here		Coach type here	
Teacher/Subject Area Migdalia Echevaria		Guidance Counselor type here	
Teacher/Subject Area Ms. L. Saney- ESL		Parent Mrs. Garcia	
Teacher/Subject Area type here		Parent Coordinator Diana Rose	
Related Service Provider type here		Other type here	
Network Leader Margarita Nell		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
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	392	Total Number of ELLs	63	ELLs as Share of Total Student Population (%)	16.07%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1.

At PS 17K, every new registrant to the NYC Public School System is required to complete the Home Language Identification Survey (HLIS) at the time of registration.

An informal interview is conducted in the native language and in English at the time of registration. Ms. Saney who is fully certified in ESL k-12 and childhood education k-6, or a certified pedagogue usually conducts these interviews with the help of a translator as needed.

The parent is informed by the certified pedagogue or the parent coordinator as how to complete the HLIS. The ESL teacher determines if the child is eligible to take the LAB-R based on the data provided by the parent in HLIS Part I and Part II and she evaluates the child's language of instruction.

We keep three copies of the HLIS as follows:

1. the original HLIS will be kept in the student's cum
2. a copy of HLIS will be kept in the office
3. a copy of HLIS will be kept in the ESL room

INITIAL ASSESSMENT:

After the HLIS is completed by the parent and If the child is identified as a potential ELL, The LAB-R will be administrated within 10 days of initial enrolment. Then a DOE formatted letter informing the parent/guardian of the LAB-R's results will be sent home. If the child tests out of LAB-R, the letter informs the parent/ guardian of the child's proficiency in English and his/her ineligibility to receive language services. We keep a copy of that letter in file in the ESL room. On the other hand if the child does not test out of LAB-R, and if the child's second language is Spanish, the Spanish LAB -R will be administered to determine language dominance.

At this stage, all the parents/ Guardians whose children are identified as LEPs will be invited to an ELL orientation session. These invitations are made by the means of the DOE formatted letters, a copy of which is kept in the ESL room, and phone calls when needed. The first ELL parent Orientation session is usually held in late September. The three language programs offered by NYC DOE (Those are, Transitional Bilingual, Dual Language, and Freestanding ESL Programs) are fully explained.

The steps taken to annually evaluate ELLs using the NYSESLAT :

Considering the number of ELLs in our school and having one ESL teacher, after the winter break, the groupings of the ELLs are changed from performance categorizations to grade categorizations in order to accommodate for NYSESLAT prep in Spring. The ELLs are then grouped in such manner to receive a rigorous NYSESLAT test prep based on their grade level, using various material and specially Empire State NYSESLAT ESL/ELL by Continental Press. Throughout test prep, we embed mini lessons as the need arises. The ESL teacher also keeps up with the curricular themes such as poetry, essay writing, and current affairs.

The NYSESLAT testing is administered by the ESL teacher and other educators as need, during the period as determined by the State mandates. The testing is administered individually for Speaking subtest by the ESL teacher, Ms. Saney and the Listening, Reading and Writing subtest are administered as mandated.

Throughout the year, the ELLs receive ESL instruction aligned with the school core curriculum, Common Core Standards and New York State Learning Standards for English as a Second Language Standards using various ESL instructional strategies and methodologies to scaffold and support ELLs in acquiring the academic language, and achieving proficiency in the four skills of speaking, listening, reading and writing.

We also administer the ELL Periodic Interim Assessment twice a year in Fall and in Spring to grade 3-5. Those results are utilized to guide instruction and differentiate.

2.

There is a language assistance structure in place at PS 17. Ms. Saney is literate in Persian, and familiar with Urdu and and literate in Arabic. There are teachers and paras and the parent coordinator who could interpret in Spanish. We also ask other parents to translate if needed in for example in Polish when we had a cse in our first ELL Parent Orientation this year.

We can use the language translation services when needed. In the Parent Orientation sessions, every measure is taken to make sure parents understand their language option programs fully. That includes showing of the Orientation DVD for Parents Of English Language Learners, as well as providing interpreters for each language needed and supplying parents with all DOE forms in their language of preference. We do honor parent's choice for the language program they choose for their children.

3.

If the child is identified as LEP, Ms. Saney, the ESL teacher sends DOE formatted Entitlement letters home in the child's native language. The Parent Survey and Program Selection Forms are also sent along in the native language of the child, and in the child's folder.

After administration of LAB-R, Ms. Saney, the ESL teacher sends DOE formatted letters of Entitlement signed by the principal to parents/guardians of the child in native language informing them of the results of LAB-R. The Parent Survey and Parent Program Selection Forms are also sent home in the native language of the child. A copy of all these communications is kept in the ESL classroom. Ms. Saney makes phone calls to insure the parent /guardian did in fact receive the letter, encouraging them to attend the ELL Parent Orientation session. A telephone call is also make sure parents have received the letter. Usually the children bring back the Parent Survey and Language Selection Form signed by their parents.

Those parents who attend the Parent Orientation Sessions, complete the survey form at school at the ELL Parent Orientation Sessions. The original HLIS and Parent Program Selection form are kept in the students' cum. A copy is kept in the ESL room.

For those parents who do not attend the Orientation nor do they return the forms, Ms. Saney makes every effort to meet them the parent at dismissal of Kindergartners to explain and requests for their help to visit and learn about their options.

CONTINUATION & PROFICIENCY LETTERS:

Also every year in September, Ms. Saney, the ESL teacher sends DOE formatted letters in the child's native language informing the parents of the following:

Title II

Part III: ELL Demographics

We keep a copy of those letters in the ESL room.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K * 1 * 2 * 3 * 4 * 5 *

Classes will be scheduled as needed in late September, early October, inviting and encouraging parents to attend. The ESL teacher will be available to answer questions and provide information on all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). After showing of the orientation video in the native language of the child, for parents of newly enrolled English Language Learners, the ESL teacher attempts to answer any questions parents might have. Parent coordinator also assists parents to find a suitable school if they opt for other language programs not offered at PS 17. Past experience shows parents choose ESL over any other program and wish to keep their child/children at PS 17. The structure set in place to ensure parents' full understanding of the three language programs being offered as mentioned are explaining, comparing, showing of the DOE's DVD presentation in the child's native language and translation if needed. Answering any questions parents/ guardians might have. Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

Once ELLs are identified and Parent Option forms are received, Ms. Saney, the ESL teacher sends a DOE formatted letter in the child's native language home informing parents/guardians of the child's placement in the Freestanding ESL Program. A copy of this

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% →)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

5.

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	ELLs in the Freestanding ESL Program	Newcomers (ELLs receiving service 0-3 years)	ELLs at PS 17, since they prefer to stay at school where Bilingual Education is being conducted	Special Education	ELLs in alternate placement
SIFE	ELLs who do not want to transition to the Freestanding ESL Program as explained in the DVD	ELLs receiving service 4-6 years	ELLs who are currently in Bilingual Education at PS 17	Long-Term (completed 6 years)	ELLs who are currently in alternate placement as explained in the DVD

Spanish by the Parent Coordinator to insure thorough understanding of all the three options offered by DOE. This year 2010-2011, all ELLs parents/guardians chose ESL over any other language program. The original copy of their program selection is kept in the child's cum and a copy is kept in the ESL room.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	22	0	0	0	6	0	0	0	63
Total	52	1	22	11	0	6	0	0	0	63

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	11	5	12	14	6								57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1	2										3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1		2											3
Albanian														0
Other														0
TOTAL	10	11	8	14	14	6	0	0	0	0	0	0	0	63

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1.
 - a. The current Freestanding ESL Program at PS 017K is based on a Pullout organizational model.
 - b. The ELLs are homogeneously grouped based on their performance levels obtained from the NYSESLAT results Spring 2010. The ELLs are grouped into three distinct categories with the same proficiency level. They are categorized as Beginners, Intermediates and Advanceds. We also serve our Special Education ELLs as per their IEP.
2.

There is currently one full time ESL teacher on staff to provide the pullout ESL services. Ms. Saney's schedule allows her to deliver the mandated program requirement, delivering 360 minutes of ESL instruction to beginner and intermediate ELLs, and 180 minutes of ESL instruction per week to advanced ELLs in our school by highly differentiated instruction aligned with New York State ESL Learning Standards and Performance Indicators. Also gradually anchoring her instruction to Common Core Reading Standards as PS 17 is adopting them for literature k-5 and writing standards k-5. Ms. Saney scaffolds and supports ELL s' learning by instruction aligned with schools themes and curricula programs.

 - a. The ELLs in advance group receive 180 minutes of ESL instruction per week. ELLs in beginner and intermediate groups receive 360 minutes of instruction per week. One ESL teacher has done this efficiently and we have serviced our ELLs as per the mandated program.
In addition to her teaching duties, Ms. Saney, our ESL teacher acts as the ELL coordinator and the liaison/ contact person.
3.

We incorporate the four macro skills of listening, speaking, reading, and writing in each class aligning the program with the school's core curriculum. We teach thematically and focus on the basic skills needed to communicate in every day situations as well as putting strong emphasis on acquiring the academic language based on NYS ESL Standards and Performance Indicators using various ESL Strategies and methodologies. In addition to these, the classroom is rich with print and we use realia, art objects, real life examples, and appropriate inputs and authentic and meaningful projects to teach vocabulary and to make academic content more comprehensible.

For new comer ELLs, the instruction is focused on BICS (basic interpersonal communicative skills), so that they acquire the basics of the language in order to be able to communicate in school setting and be able to express their own needs and concerns. As they acquire the basics, they are also taught CALP (cognitive academic language proficiency) by various instructional strategies.

Across levels, students will complete a variety of grade/level appropriate activities to demonstrate and reinforce knowledge of English k-5

grade concepts. Students will be engaged in various authentic academic discussions to negotiate meaning. They will watch videos/ DVDs related to the content of study. They will write on many different topics and literary pieces and they will present their written work to receive constructive feed back from their classmates as well as the instructor. In analyzing literary pieces, the principals of ‘Shared Inquiry’ method will be used to inspire deeper thinking through reading and conversation. Children will also use Renzulli Learning System, as they will work in pairs on the computer in the ESL classroom/ computer Lab. This is considered to be a valuable tool to teach reading strategies as well as all other skills for reading and writing. Students will also incorporate grammar structures including noun, pronoun, verb, adjective, article, adverb, proposition, conjunction, interjection and linguistic devices in order to critically analyze, examine and discuss certain themes throughout the year.

The ELLs will also use Renzulli Learning Program as they will work in pairs on the computer in the ESL classroom/ computer Lab and the library. These are considered to be valuable tools to teach reading strategies. Students will also incorporate grammar structures including noun, pronoun, verb, adjective, article, adverb, proposition, conjunction, interjection and linguistic devices in order to critically analyze, examine and discuss certain themes throughout the year. In general, ELLs participate in all school, after school activities and Saturday programs along with their general education classes in addition to ESL servcies.

After School ELL Program

Students entitled to ESL services in grade one and two are invited to participate in an after school program designed to assist them with their homework and remedial instruction. This program meets three times per week, on Mondays Tuesdays, and Thursdays from 3:05-5:05 pm. The duration of the program is

From November of 2010 through April of 2011. This program will have three classes covering grades one and two. In addition to after school program, the school will purchase additional instructional material to be used to enrich the ESL program as well as materials to be distributed to the parents of the targeted ELL students.

4.

a. We analyze the data to identify the SIFEs’ needs and support them accordingly. The SIFE student in grade 3 and above with interrupted formal education who are two years behind their peers will be provided with additional help through our after school programs as well as a focused instruction during the 37.5 minutes mandated program. An array of AIS services and intervention services in the areas of reading and math are also delivered to this group of ELLs. Those identified as SIFE, will receive individualized plan, one on one instruction from the ESL teacher as well as math teacher and the classroom teacher. Usually we use peer body and Small Group Activities so that the SIFEs gradually warm up to the whole group discussion as they acquire skills needed to participate in larger groups and to feel safe to take educational risks.

TPR (Total physical Response), the Natural Approach methodologies; Cognitive Academic Language Learning; Whole Language Approach; and Retelling a Story are some of the approaches used based on level of English proficiency for the SIFE. Th einstruction is adjusted as their English language skills are increased.

b. This group of new comer (0-3 years) may come with strong native skills. We recognizing the demands of newly arrived ELLs and the long-term ELLs are different and when both types of ELLs are grouped together, a variety of scaffolding methods will be employed throughout the school year to insure differentiation. Specific strategies for each of the four language skills will be taught in small groups. They will also use computers and various software to work on their listening skills specially targeting skills at hearing the beginning, middle and ending sounds. The new comers will use soft wares to help them decode sounds, and pronounce words as natives do. The Visual Graphic Organizers, Audio Visuals, Multicultural Resources, Alternative Assessment Instruments and other modified class work based on the level of English Proficiency are used as strategies to teach the Academic language skills to newcomers.

The ESL classroom will continue to feature a print-rich environment that supports the acquisition of language. This means that a word wall will be in place, strategy charts related to the current units of study will be in place, the flow of the day will be in place, charts modeling the correct use of language will be in place, and the leveled library will be in place. The ESL classroom library features books across a variety of genres and levels. This library includes multicultural books and a selection of books in Spanish, Arabic and Polish. In addition to this library, the Robin Hood Library in our school is open to all children including ELLs with a great number of diverse books

providing resources to satisfy the intellectual needs of the children.

Newly arrived ELLs are encouraged to participate in after school programs where they can receive additional support. We hope to offer the After School program in Fall 2010. Every effort is made to provide written resources in the students' native language to enable these students to develop academic skills as they acquire English and to prepare them to take the ELA a year after they arrive to US.

Renzulli Learning program provides other avenues of native language support for both new comer ELLs and Long Term ELLS. The use of native language as a scaffolding tool is tailored back as the students acquire English. Our Robin Hood Library offers a vast selection of multicultural and multilingual books, that all our students including ELLs as a great resource. We also provide ELLs with glossaries, and dictionaries in their native language. There are listening centers kin classrooms where ELLs are encouraged to use to support their listening skills.

c. Pre Long-Term ELLs (ELLs receiving 4-6 years of ESL services) are at high risk of becoming Long-Term ELLS. We look at the NYSESLAT results and have a quick intervention, which is sustained, ongoing and deliberate targeted plan for the Pre Long-Term ELLs to prevent them from becoming Long Term ELLs. The goal is for ELLs receiving services for 4-6 years to reach proficiency. To meet that goal, in addition to the regular minutes mandated by CPR 154, they are provided with additional help through after school programs and during 37.5 minutes mandated program. This year, the Inquiry team studied the results of the spring 2010's NYSESLAT to select students for targeted instruction. Currently we have 11 pre Long term ELLs, Pre Long- and 1 SIFE student in grades 2-5 who receive various AIS services as well as 6 beginners who receive specific targeted instruction by the Inquiry team members during the 37.5 minutes. The instruction is consisted of focused instruction in reading and writing. The Pre Long-Term ELLs also receive an array of AIS services, and intervention in the areas of reading and math. The ELLs also participate in the NYSESLAT test prep so that they acquire the skills needed to successfully reach proficiency in the NYSESLAT.

d. Presently we have no long term ELLs for 2010-2011. The goal however is for Long Term ELLs to reach proficiency and test out of NYSESLAT as we have achieved it in the past, Last year 14 ELLs at PS 17 tested out of NYSESLAT. In order to meet that goal in future, the Long Term ELLs will participate in the NYSESLAT test prep so that they acquire the skills needed to successfully reach proficiency in NYSESLAT. The differentiated program for this group of Long-Term ELLs is geared towards their deficiencies assessed by NYSESLAT, Periodic Interim Assessments and other assessments administered throughout the year and teacher observation/assessment. The Long Term ELLs will be served in the targeted population group, and by AIS as well. They usually need more instruction in reading and writing. We meet them where their needs are.

For the Long Term ELLs, the ESL curriculum will focus on helping them achieve mastery of reading and writing skills, which is part of developing CALP (Cognitive Academic Language Proficiency). The Long Term ELLs will also receive additional support via after school and Saturday programs. Individualized intervention plans will be developed as needed and intervention services will also be provided where necessary.

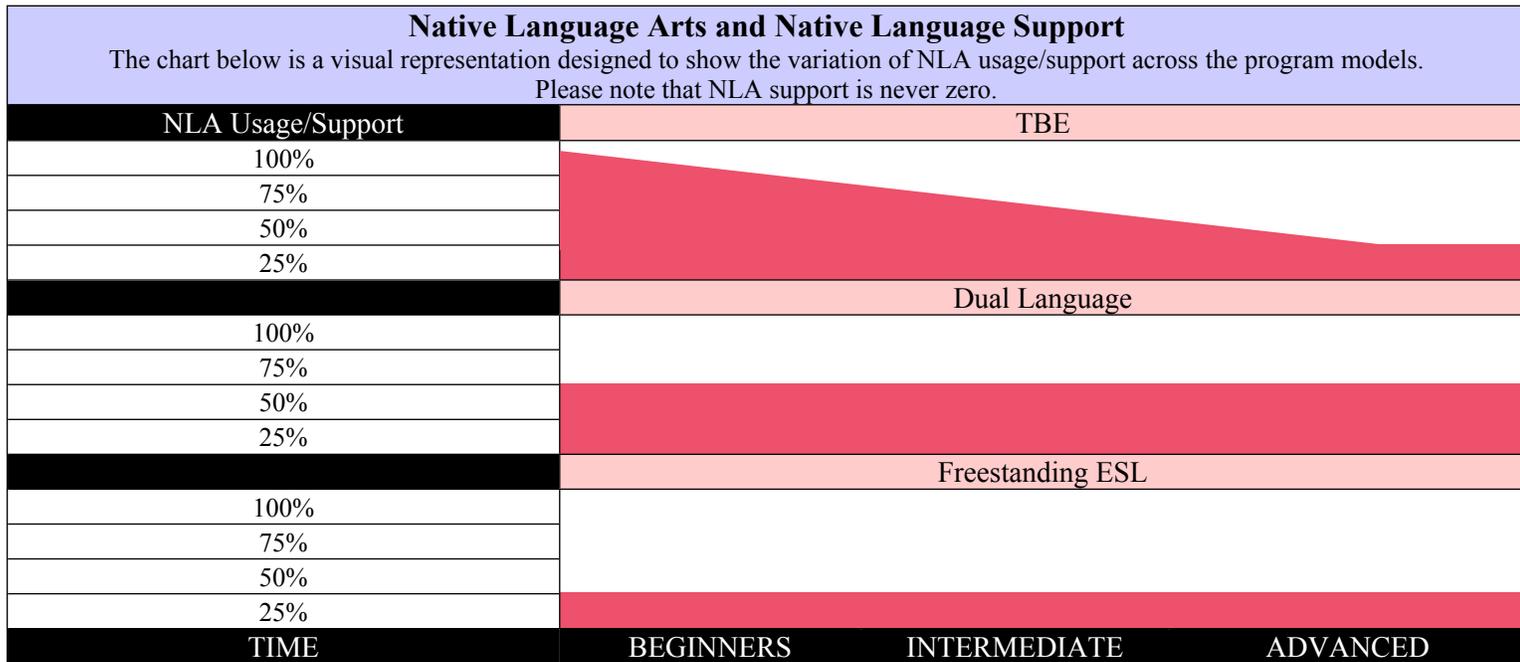
e. Eligible ELL students with IEP are served as per their IEPs. Currently we have 28 ELLs who have IEPs, and 15 of those ELLs are X-coded. The ESL teacher consults with the class room teachers, introducing material and discussing the children's specific needs. Last year, our ESL teacher, Ms. Saney did NYSESLAT test prep with all x-coded children so that they elarn the format of the test.

*** All ELLs are offered equal access to all programs an dactivities at PS 17.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5.

ELLs who are considered "at risk" receive extra assistance during the school day from the grade-level AIS provider in ELA, Math, Science, and Social Studies through both "push-in" and "pull-out" programs. ELLs receive extra help during the 37.5 minute early morning instructional time block. ELLs are also provided extra help after-school with the Title III program. ELLs are also targeted for special inquiry program instructional services before school 4 days per week. All instruction is done in English.

6.

The ELLs who achieve proficiency in the NYSESLAT are entitled to and receive transitional support. PS 17K has an AIS team in place to assist these students at all grade levels. Newly proficient students are serviced in a small group setting one to two times a week. Instruction is tailored to the student's needs. The ESL teacher is also serving some of the previous ELLs depending on demonstrated need.

The ELLs in all categories and especially those who are now proficient are encouraged to participate in the writing an essay which will be selected for special recognition in the NYS TESOL Essay Contest. In 2008-2009 (Jalyann Rodriguez), and in 2009-2010 (Paulina Veneski) won the contests. This is a tremendous achievement for both the ELLs' language acquisition as well as their self esteem. The student's essay will now appear in the 2009 and 2010 NYS TESOL Conference programs respectively.

7.

No changes are contemplated at this time.

8.

No changes are contemplated at this time.

9.

In general, ELLs participate in all activities along with other general education mainstream students. All ELLs are encouraged and supported to participate in all school activities. All ELLs along with their general education peers are encouraged to benefit from library resource; technology in computer lab where they work on very many projects.

The ELLs are also entitled to test accommodation, an additional intervention support as needed.

This year, 6 of the beginner ELLs based on the NYSESLAT results of Spring 2010, are also part of the focused Inquiry Team Target Population and they receive focused and rigorous instruction zooming in on all skills measured with Ed performance series, Acuity, TDA and Scantron. The instruction for this group which is consisted of (two 2nd graders, two 3rd graders, one 4th grader and one SIFE in 4th

grade) is deliberate and highly differentiated. The reading level for all of these children is E and thereby we differentiate for each at a slower rate but a sure way to push them into higher level in reading and writing so that they score as intermediates in the NYSESLAT

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1.

There will be continuing faculty development on a per session basis in the 2010-2011. Planned topics are: Ongoing Planning for Reading with ELLs, Ongoing Planning for Writing with ELLs, Ongoing Planning for Math with ELLs. Ongoing Assessment of ELLs, Ongoing Portfolios, What to do with Newly Arrived ELLs, long term ELLs, and ELLs and classroom libraries, Scaffolding Social Studies for ELLs, and Scaffolding Science for ELLs. ESL teacher also attends some PD sessions offered by DOE on various topics such as ELL Academic Language Writing Works shop, preparing the LAP work sheet, and annual Measurable Objectives for ELLs To name a few. All staff were also supplied with five books for the summer reading. One of them is WORKING WITH ENGLISH LANGUAGE LEARNERS by Stephen Cary. We will use the selected highlights of this book for our Professional Development session as per Jose P. to comply with 7.5 hours of training for general education teachers and 10 hour training for Special Education teachers as per Jose P. mandate.

2.

Meetings are conducted between the ESL teachers of PS 17 and MS 577 (both schools are housed in the same building) in order to ensure a high degree of consistency and continuity as students move from the elementary to middle school experience.

3.

The ESL teacher is provided opportunities during first Friday professional development sessions and Election Day to demonstrate/model appropriate instructional strategies and methodologies to the classroom / cluster / AIS teaching staff. The professional reading material comes from a book supplied to every staff member with selected topics chosen from this book for the monthly professional developments of the year and subsequently given on Election Day. Upon completion of the 7.5 required hours of training for all staff as per Jose P., teachers are issued a certificate of compliance.

4.

N/A

E. Parental Involvement

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

Paste response to questions 1-4 here

1.

Parents are actively involved through the efforts of the Principal, Assistant Principal, teachers, ESL teacher and the Parent Coordinator and all staff at PS 17. The ESL teacher reaches out and provides information on multiple ways parents can model and encourage great literacy habits at home. Also, throughout the year, the ESL teacher keeps close contact with the parents of ELLs, informing them of the children's progress or any concern that she might have with the child's progress or lack of it. Parent Teacher Conferences are other opportunities

N/A

when parents visit and find out about their children’s progress or lack of it. Parents are also given tools and information about the latest research as how to read to their children in various languages. There are always several postings of the latest research material with regards to ELLs and second language learning near by the ESL room and in the hallways to inform all concerned.

2.

Community LSO and Network literacy experts will provide professional development on an ongoing basis throughout the 2010-11 school year. Students will be asked to maintain stricter reading logs with greater parental accountability this year. Teachers will be provided with lengthier readings more closely mirroring the ELA reading passages assessed in January.

3.

We evaluate the needs of our parents including the parents of ELLs through surveys, conversations, and through PTA meetings. All parents including the parents of ELL are informed and encouraged to attend meetings, shows and events held at PS 17.

4.

We invite all parents including the parents of ELL to attend PTA meetings to learn of their individual needs and concerns. Once a need is identified, all resources are utilized to assist the parent.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	9	3	2	2									22
Intermediate(I)	0	2	1	6	7									16
Advanced (A)	4	0	4	5	6	6								25
Total	10	11	8	13	15	6	0	0	0	0	0	0	0	63

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	6	0	2	0	0	0							
	I	0	8	0	2	1	0							
	A	4	3	6	7	5	1							
	P	0	0	1	5	9	12							

READING/ WRITING	B	n/a	9	3	2	2	0							
	I	0	2	1	7	6	0							
	A	0	0	1	4	4	6							
	P	0	0	3	1	3	7							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	3	2	0	15
4	1	8	4	0	13
5	0	2	6	0	8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		9		1		2		16
4	1		6		4		1		12
5	1		2		5		1		9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		7		4		13
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	1				6		1		8
8									0

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

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

Native Language Tests								
	# of 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

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

Paste response to questions 1-6 here

1.

To assess the early literacy of our ELLs at PS 17, we use TCRWP to assess reading level, identify spelling stages, and determine reading fluency, letter identification, sound recognition, recognition, sight words knowledge, and concepts in print . We also use Fountas And Pinnell to align all students including ELLs' reading level with the books.

The data accumulated from using the above mentioned instruments, informs us in many ways , such as determining strengths and weaknesses in reading, and writing.

Based on the data and insight we gain from using these instruments, we plan our instructional strategies and create small group instructions as well as planning mini lessons to teach to the skill. After analyzing the results, if we see that 60% or less of the students answer any question incorrectly, then the teacher will review the skill that speaks to the question and re teaches it. We then compare the results with the next test to measure the child's improvement.

2.

LAB-R determines if the child is a LEP and entitled to receive ESL services. Based on that the ELLs are grouped in various heterogeneous or homogenous groups. The Periodic Interim Assessments reveal insight into language skills to identify strength and weaknesses as they learn and acquire language throughout school year . And based on the results of the Periodic Interim Assessment, instruction is modified and specific NYSESLAT test preps will be scheduled where targeted skills will be taught.

A review of the LAB-R and NYSESLAT results revealed that ELLs at all grade levels develop oral language skills first and then develop written language skills. ELLs at the beginning level in all grades clearly have stronger listening and speaking skills than reading or writing skills. ELLs at the intermediate level in all grades demonstrate growing ability in reading and writing. ELLs at the advanced level maintain their mastery of listening and speaking, demonstrate further growth in reading, and continue to improve their writing.

3.

PS 17K's NYSESLAT results are in keeping with what research has demonstrated is the order of acquisition of a second language: listening / speaking competency is attained first, followed by reading, followed by writing.

This pattern helps us in creating small group instruction and differentiated instruction based on the ELLs' demonstrated ability.

4.

a. N/A

b. The results of Periodic Interim Assessment are most helpful to determine strength and weaknesses in specific skills. As a result, teachers use these data to plan various instructional methods that can be employed to teach to the skills needed to achieve language proficiency.

c. ELLs are becoming more skilled taking these tests. They sometimes hear the same sample question over and over. That familiarity brings comfort and a level of deeper understanding.

5.

N/A

6.

The ESL program provides a caring environment that has the following goals: (1) to promote effective learning and teaching, (2) to provide a rich learning environment with equitable opportunities for learning, (3) to encourage and respect the diversity of students, staff, and community, and (4) to meet the linguistic, social, academic, physical, and emotional needs of our ELLs. In short, we strive to teach the children at PS 17K to be great citizens as well as independent lifetime learners who love to excel. Another data indicating the success of the ESL program at PS 17 is the number of ELLs who tested out of ESL program last year.

The success of this program is measured in several ways:

1. By the number of ELLs (14 in grades 1- 5) who achieved proficiency in 2009-2010 after taking NYSESLAT and tested out of ESL.
2. The joy and happiness they feel and bring to ESL where they feel belonged and celebrated for their diversity.
3. Support provided to children and their families that goes beyond teaching
4. Reaching out to families , siblings and trying to bridge cultural barriers by talking, discussing and making them feel belonged.

One ELL who has achieved proficiency level keeps coming back for instruction. That shows the comfort he has felt and is needed by ELLs who might otherwise not feel so belonged. This is true for many ELLs who keep asking why they cannot come back to ESL.

Content : using authentic instructional material aligned with school curricular instructional material , anchored with Common Core Standards and NYS ESL Learning Standards and Performance Indicators and ESL methodologies so children are engaged in meaningful activities that help boost their confidence, and thus creates a learning environment where diversity is celebrated. Children are instructed and assisted to become independent learners and that is the ultimate goal of our program.

Additional Information

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

***Currently, Ms. Saney serve 63 ELLs, 28 of them are served as per their IEPs, 15 of whom are X-coded. All these ELLs receive either 180minutes or 360 minutes of ESL services by one ESL teacher whose schedule allows her to deliver the mandated minutes to each and every ELL.

Attachments:

1. ESL teachers' schedule
2. 6 pie charts -representing data for ELLs at ps 17, Those include:
 - a. ELL distribution based on performance levels,
 - b. Demographics,
 - c. ELL distribution across grades

Additional Information

- d. ELL Listening and Reading chart
- e. ELL Reading and Writing chart
- f. Pie for languages spoken

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 017 Henry D. Woodworth					
District:	14	DBN:	14K017	School		331400010017

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	34	28	31		93.6	93.8	93.3
Kindergarten	47	59	42				
Grade 1	72	56	59	Student Stability - % of Enrollment:			
Grade 2	61	67	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	68	54	64		95.7	95.3	95.8
Grade 4	52	71	62				
Grade 5	66	54	69	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		79.4	90.8	90.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	8	6
Grade 12	0	0	0				
Ungraded	0	1	4	Recent Immigrants - Total Number:			
Total	400	390	394	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	1	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	41	44	44	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	31	40	39	Superintendent Suspensions	0	0	1
Number all others	28	26	33				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	79	54	TBD
# ELLs with IEPs	8	28	TBD

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.	5	5	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.3	74.4	80.5
				% more than 5 years teaching anywhere	65.7	66.7	68.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	82.0	90.2
American Indian or Alaska Native	0.8	0.5	0.5	% core classes taught by "highly qualified" teachers	98.0	94.6	94.1
Black or African American	3.5	5.9	6.1				
Hispanic or Latino	85.3	80.8	82.0				
Asian or Native Hawaiian/Other Pacific	3.3	3.6	3.8				
White	5.8	6.4	6.9				
Male	53.8	55.9	52.8				
Female	46.3	44.1	47.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	60.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.8						

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf