



P.S. 17 Q – THE HENRY DAVID THOREAU SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 017 HENRY DAVID THOREAU
ADDRESS: 28-37 29 STREET, QUEENS, NY, 11102
TELEPHONE: 718-278-1220
FAX: 718-278-8257

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 28-37 29 Street, Queens, NY. 11102

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Anna Esposito

PRINCIPAL: Cynthia Dickman

UFT CHAPTER LEADER: Bridget Pellegrini

PARENTS' ASSOCIATION PRESIDENT: Rosa Dauge

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** 410

NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Dr. Philip Composto

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
Cynthia Dickman	*Principal or Designee	
Bridget Pellegrini	*UFT Chapter Chairperson or Designee	
Rose Dauge	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Anna Esposito	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Paige Benson	Member/UFT Representative	
Denise Martinez	Member/Parent	
Sonia Portillo	Member/Parent	
Ana Alegria	Member/Parent	
"To Be Announced"	Member/Parent**	
"To Be Announced"	Member/School Staff**	

* Core (mandatory) SLT members.

** P.S. 17Q SLT is actively seeking the additional members both parents and school staff.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

Academic Programs available in the school include New York Cares Early Bird Reading Programs, the Wilson Program, Foundations, Reading is Fundamental, Everyday Mathematics, Teachers College Reading and Writing Workshop, and the "Leadership" Anti-Violence Program. Periodic assessment tools are utilized for analysis of data and for assignment of individualized student remediation and enrichment. Hands-on learning is encouraged in all subjects, especially in the numerous experiments conducted through our Science program. Our students are also given the opportunity to expand their learning outside the classroom through the several field trips that each class goes on every year.

Teachers work to keep parents aware of the students' progress between report cards by sending home grade-level appropriate, custom-made Progress Reports.

We receive support from community resources and groups such as Learning Leaders, New York Cares, New York City Food Bank, Boy Scouts, Common Cents Penny Harvest, (LEAP) Learning through the Expanded Arts Program, Queens Historical Society, City Parks Foundation, Mt. Sinai Hospital and the Hospital for Special Surgery.

Extracurricular activities include Learning through an Expanded Arts Program (LEAP), the Fifth Grade Committee, Parent Involvement Programs, Field Day Committee, Social Committee, Nutrition/Wellness Committee, Spirit Events, New York Cares Sports and Arts, Yoga and Team Green Programs, Common Cents Penny Harvest Committee, Boy Scouts Program and a Student Government Committee.

P.S. 17's Parent Coordinator facilitates many activities and workshops for parents. These weekly activities include, but are not limited to, Arts and Crafts, Book of the Month, English as a Second Language classes, Mathematics games, nutrition, immigration, and health awareness workshops. In addition, teachers provide workshops on topics ranging from homework assistance to art. The Coach, the School Nurse and the Guidance Counselor also provide workshops and informational meetings for parents.

Thus, P.S. 17 lives out its Mission Statement, which is as follows: "P.S. 17's staff, in collaboration

with the home and community, will strive to educate our rich ethnic mix of students, towards the achievement of academic excellence and personal growth”.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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 David Thoreau				
District:	30	DBN #:	30Q017	School BEDS Code:	343000010017

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	31		94.9	95.1	TBD		
Kindergarten	117	98	97						
Grade 1	107	130	110	Student Stability: % of Enrollment					
Grade 2	108	106	124	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	108	103	101		89.9	90.8	TBD		
Grade 4	117	111	99						
Grade 5	100	114	111	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		77.4	77.4	88.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		26	19	0		
Grade 12	0	0	0						
Ungraded	6	0	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	699	698	674		21	11	17		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	10	22	23						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	46	57	47	Principal Suspensions	29	28	TBD
Number all others	29	22	18	Superintendent Suspensions	10	15	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	239	215	209	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	7	42	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	59	57	TBD
				Number of Administrators and Other Professionals	9	10	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	9	6	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.1	0.1	0.0	Percent more than two years teaching in this school	66.1	77.2	TBD
Black or African American	8.9	8.5	9.2	Percent more than five years teaching anywhere	54.2	50.9	TBD
Hispanic or Latino	52.9	53.3	52.8				
Asian or Native Hawaiian/Other Pacific Isl.	20.5	19.5	21.1	Percent Masters Degree or higher	90.0	95.0	TBD
White	17.6	16.5	14.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.7	95.1	TBD
Multi-racial							
Male	50.9	51.9	50.4				
Female	49.1	48.1	49.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	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 No If yes, area(s) of SURR identification: _____
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)	√		
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	x	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√	-	-		
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-	-	-		
Multiracial							
Other Groups							
Students with Disabilities	X	√	-	-	-		
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√		-	-		
Student groups making AYP in each subject	7	8	1	0	0		

Key: AYP Status

√ Made AYP X Did Not Make AYP X* Did Not Make AYP Due to Participation Rate Only

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status
-----------------	-----------------------------------	---	---

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	71.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	11.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 17 is currently a School in Need of Improvement - Year 2.

School-wide: ELA Trends

P.S. 17 has worked diligently over the last two years to help our ELLs and SWDs make Adequate Yearly Progress on the New York State exams. Currently we are a School in Need of Improvement-Year 2. According to the school's Progress Report for the 2009-2010 school year, the percentage of students making at least 1 year of progress in English Language Arts has decreased from 73.8% to 55.5%. Additionally, the percentage of students in the school's lowest third making at least one year's progress decreased from 84% to 60%. For the school year of 2009-2010, 78% of our students in all student categories scored Level 2 and above, and 33.4% of all students scored Levels 3 and 4 on the English Language Arts exam.

Strategies used at P.S. 17 by staff members striving to improve student achievement included the following: supplemental lessons using technology, use of individualized student assignments on the Performance Assessment Series and Acuity, and the school's adoption of a uniform running record system for recording student progress in every grade, allowing teachers to better monitor the progress in student reading levels. To prepare students for success on the ELA, teachers examined student data and used this data to form flexible groups, in order to differentiate instruction. Conferring with children weekly was another strategy used in the area of English Language Arts. Managing conference notes and running records for reference helped the teachers implement and plan for differentiated instruction.

School-wide: Mathematics Trends

In the area of Mathematics, the percentage of students scoring Levels 3 and 4 decreased from 78.7% to 35% from the 2008-2009 to the 2009-2010 school year. The percentage of students making at least one year of progress decreased in 2009-2010 to 51%. Small group instruction, weekly conferring, and the use of supplemental lessons using technology were adapted to assist in meeting the needs of students with different learning styles.

Upon examination of P.S. 17 data, the following trends become evident: Students are struggling to develop skills and conceptual understandings in the areas of Information/Understanding, Literary Response and Expression as well as Critical Analysis and Evaluation. The school is attempting to analyze the content and rigor of teachers' instruction for insights into how we can improve students' outcomes in all these areas.

ELLs: Trends

65% of English Language Learners are at or above Level 2 in ELA. The progress report of the 2009-2010 school year shows that this group of students did not make any gains in English Language Arts. 24% of ELLs made gains in the area of Mathematics. The percentage of ELLs scoring Level 2 and above decreased from 89% to 65%. ELLs did not make AYP in the area of English Language Arts for the school year of 2009-2010.

Students with Disabilities: Trends

43% of Students with Disabilities are at Level 2 or above in English Language Arts and 67% of Students with Disabilities made gains in Mathematics. Compared to last year, 34% of Students with Disabilities scored at Level 2 or above in Mathematics. The Students with Disabilities population did not make AYP for the school year for the past two years in the area of English Language Arts. Based on data from the Division of Assessment and Accountability's NYS School Report Card 2009-2010, Students with Disabilities had a performance index of 100 in English Language Arts, which was below the data of all students who had a performance index of 139. Upon analyzing testing data it was noted that students continue to struggle with sequence, identifying details to support text-based conclusions, and determining the author's purpose for writing the text.

Data Inquiry: Trends

90% of the staff at P.S. 17 was involved in Data Inquiry through their participation in Grade-Level Data Inquiry Teams. During these Grade-Level Data Inquiry Team meetings teachers analyzed student data. Input from these analyses was used to create materials for learning stations. These stations were placed in classrooms and used to supplement instruction for students in their identified areas of need.

Parent Involvement: Trends

According to the Learning Environment Survey from the 2008-2009 and the 2009-2010 school years, the percentage of parents completing the survey increased from 82% to 91%. However, the engagement score remained stagnant. The engagement score was 6.6 for the 2008-2009 school year and increased slightly to 6.7 for the 2009-2010 school year.

Data Inquiry: Barriers

Membership in the School-Wide Data Inquiry Team has changed significantly from year to year. These repeated changes have made it difficult for the team to make significant progress by carrying over the work and knowledge gained from previous years for use in planning current and future endeavors. Additionally, the process of adequate data collection was hampered by a lack of student engagement in the Performance Assessment Series. Students' apparent lack of appreciation of the tests' value led to indifference while taking the test. As a result, students' scores on the Performance Assessment Series did not correspond to scores on the New York State tests or Acuity. This was concerning since the Performance Assessment Series was the only assessment that promised to provide data on students' grade-level equivalent scores which would have provided our Data Inquiry Team with a valuable tool for tracking students' academic growth.

ELL and SWDs: ELA Barriers

Possible barriers affecting the success of these students are the time constraints resulting from city and state mandates (Art daily, Physical Education two times per week, Science four times per week, Social Studies three times per week), and the fact that the poverty rate at P.S. 17 remains high at 77.7%. Additionally, it was difficult to provide extra attention and services to Students with Disabilities through after-school programs due to transportation issues necessitating their immediate departure at the end of the school day.

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, 50% of 25 (13 out of 25 students) at-risk SWDs in Grades 3, 4 and 5, who did not meet 2009-2010 AYP in ELA will make one and a half years progress (on average 4-6 Levels) on their Reading Levels based on their September 2010 Reading Levels.	<input type="checkbox"/> Teachers will use the Professional Teaching Standards and incorporate these Standards with the Teachers College Reading and Writing Units of Study to increase Reading Levels of students in sub-group populations.
<input type="checkbox"/> Goal 2: By June 2011, 50% (37 of 73 students) of SWD and ELL in 4 th and 5 th Grades (who scored at Levels 1 and 2 on the 2010 Mathematics Assessment) will exhibit that they are meeting grade level standards in Mathematics skills (Addition, Subtraction, Multiplication, and Division) based on gains from September to June on Everyday Mathematic Unit Assessment.	<input type="checkbox"/> <input type="checkbox"/> Teachers will use the Professional Teaching Standards and incorporate these Standards with the Everyday Math Program as well as New York State teaching standards. Teachers will utilize the information supplied to them by the school as well as by P.S. 17 support staff.
<input type="checkbox"/> Goal 3: By June 2011, 100% of 3 rd , 4 th and 5 th grade teachers will group students appropriately by level in order to provide differentiated instruction that meets their needs according to the task.	<input type="checkbox"/> Teachers will meet together regularly to analyze data and identify specific student strengths and weaknesses in order to plan for differentiated instruction. Teachers will replicate best teaching practices, shared by the Data Inquiry Teams, to address the needs of their students.
Goal 4: By June 2011, the percentage of ELLs and Students with Disabilities in Grade 3 scoring at Levels 2, 3, and 4 in the area of English Language Arts will increase by 5% as evidenced by the NYS ELA exam.	Student performance in the various sub-skills in English Language Arts will be examined to discern which areas should be emphasized in order to achieve the greatest student progress. Teachers will use Acuity and TCRWP to analyze areas of weakness for ELLs and SWDs.
Goal 5: By June 2011, parent involvement will increase by 5% as evidenced by attendance at Parents’ Association meetings, workshops and Parent/Teacher Conferences.	There has been a small decrease in parent involvement at P.S. 17. The school administration will continue to analyze the Learning Environment Survey in order to better determine areas of need identified by parents. Research shows that when parents are actively

involved, student achievement increases.

	<ul style="list-style-type: none"> • Teachers will attend outside professional development workshops, seminars, and network events through the CFN 410 which will focus on addressing the academic needs of SWDs. The information from these sessions will be turn-keyed and shared with the staff. • Administrative Team will visit classrooms to observe and give constructive feedback. • Teachers will attend PD at Teachers College addressing the needs of their SWDs. • SES after school programs will be implemented to provide supplemental academic support to these identified students. • The Coach will support teachers with strategies for small group instruction and provide tutoring during SES programs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Substitutes teachers, Assistant Principals, Inquiry Team, PD training and personnel and Coach are funded through one or more of the following: Tax Levy, and NYSTL, Title I Part A (Basic), Title I Part A (ARRA), Title II Part A, Grant Funding, and Reimbursables</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>Indicator of interim progress: Formal and Informal Running Records, TCRWP assessments, Observations and Walkthroughs and Acuity Periodic Assessments</p> <p>Projected gains: Progress will be monitored in November, February and June.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal - 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>□By June 2011, 50% (37 of 73 students) of SWD and ELL in 4th and 5th Grades (who scored at Levels 1 and 2 on the 2010 Mathematics Assessment) will exhibit that they are meeting grade level standards in Mathematics skills (Addition, Subtraction, Multiplication, and Division) based on gains from September to June on Everyday Mathematic Unit Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will have the opportunity to meet with P.S. 17 support staff once a week for assistance in presenting Everyday Mathematics Curriculum. • The Math Cluster will work with students to enhance their basic Mathematics skills working in alignment with the unit that the classroom teachers are working on. • Classroom teachers will work to have clear communication with the Mathematics cluster to articulate the needs of their personal classroom. • Teachers will utilize manipulatives more often to provide differentiated instruction to students • Teachers will work with P.S. 17 support staff to develop interactive activities to supplement the Everyday Math curriculum. • Each student will be provided with all of the materials required to be used by the Everyday Math curriculum including, but not limited to, a geometry template, a ruler (showing metric and standard units of measure) and a Study Links book • Teachers will meet for weekly Mathematics planning sessions during the common planning period • Teachers are encouraged to work alongside the P.S. 17 Mathematics support staff, during their common planning periods to determine which sections of the upcoming Everyday Math unit, should be focused on to ensure adequate student preparation for state tests • P.S. 17 in collaboration with the Division of Performance and Accountability and with the network team of CFN 410 will embark on the implementation of a comprehensive accountability system to accomplish the goals established for Mathematics in this CEP. Strategies and activities to strengthen performance in Mathematics address student needs and affect positive outcomes on state benchmarks will include the NCLB TITLE IIB MATH/SCIENCE PARTNERSHIP GRANT: This grant was written to create and enhance a community of Mathematics lifelong learners in the New York City schools. The vision of this grant is to build capacity within our Mathematics community that will ensure continuous and sustainable growth in the learning and teaching of Mathematics as well as to increase the academic achievement of students in Mathematics by enhancing the content knowledge and teaching skills of the classroom teachers. Having analyzed students' assessment data of participating schools, the main focus will be on the New York State Mathematics Learning Standard Algebra strand in year one

	<p>(2010-2011); in year two (2011-2012) the main focus will be on the New York State Mathematics Learning Standard Measurement strand; and in year three (2012-2013) the main focus will be on the New York State Mathematics Learning Standard Probability and Statistics strand). The instructional components of this grant are all research based. The school will participate in this 3 year grant (July 1, 2010 through June 30, 2013). The school Principal, Assistant Principal who supervises Mathematics, math cluster teacher as well as classroom teachers in the school will be offered a menu of professional development opportunities to deepen their content knowledge of Mathematics and pedagogy. There are components if the Mathematics Institute that will be offered at Hunter College to the Principal, Assistant Principals, Mathematics cluster teacher and classroom teachers as well as to the Parent Coordinator. There are two summer institutes being offered each year with graduate courses in Mathematics Education and STEM at Lehman College and CCNY (Engineering - NOAA CREST) respectively. Additionally, the grant includes a partnership with Channel 13 in which teachers will be offered the opportunity to receive 2 graduate Mathematics credits through the Channel Thirteen Online Website. There also will be an offering of series of workshops addressing Special Needs and ELLs. Professional development activities will be sustained, intensive, classroom focused, and aligned with state and local learning standards and Mathematics, Science and Technology curricula. All components of the grant will result in demonstrable and measurable improvement in student academic achievement in Mathematics.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Substitute teachers, Assistant Principals, Inquiry Team, PD training and personnel, SES personnel, and the Coach are funded through one or more of the following: Tax Levy, NYSTL, Title 1 Part A (Basic), Title I Part A (ARRA), Title II Part A, Grant Funding, SES Funding, and Reimbursables.</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>Instruments of measure: Acuity assessments (3 times/year) end-of-unit checklists (monthly), NYS Mathematics Assessment (1 time per year), teacher assessments</p> <p>Projected gains: Progress will be monitored in November, February and June.</p>

Subject Area
(where relevant) :

Data Inquiry

<p>Annual Goal - 3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By June 2011, 100% of 3rd, 4th and 5th grade teachers will group students appropriately by level in order to provide differentiated instruction that meets their needs according to the task.</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>	<ul style="list-style-type: none"> • Support staff will view entries made in My Inquiry Spaces by classroom teachers and Data Inquiry Team members and will provide feedback and suggestions for improving instruction based on the data that has been found and shared. • Staff members who are working with Target Students will share their students’ assessed needs and the instructional strategies, materials and lessons that these needs generated and student progress on My Inquiry Spaces and on the P.S. 17 website. • Teachers will view Data Inquiry Team members’ descriptions of students’ strengths and weaknesses • Teachers will participate in outside professional development workshops, seminars and network events focused on Data Inquiry work (when applicable). • Strategies that work will be presented to school community for duplication (when applicable). • Teachers will utilize the information provided by the Data Team to plan for differentiated instruction. • Teachers will utilize the information from Performance Assessment Series to plan for differentiated instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>Substitute teachers, Assistant Principals, Inquiry Team, PD training and personnel, and Coach are funded through one or more of the following: Tax Levy, and NYSTL, Title 1 Part A (Basic), Title I Part A (ARRA), Title II Part A, Grant Funding, and Reimbursables.</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"/>Indicator of interim progress: Informal administrative and coach walkthrough checklists and Formal and Informal Observations</p> <p>Projected gains: Progress will be monitored in November, February and June.</p>

Subject Area
(where relevant) :

ELLs and Students with Disabilities:
English Language Arts

<p>Annual Goal - 4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, the percentage of ELLs and Students with Disabilities in Grade 3 scoring at Levels 2, 3, and 4 in the area of English Language Arts will increase by 5% as evidenced by the NYS ELA Assessment.</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><i>The Coach and the IEP teacher in conjunction with the Assistant Principals will support teachers working with ELLs and SWDs by:</i></p> <ul style="list-style-type: none"> • Assisting teachers in analyzing student data, planning for differentiated instruction, and aligning instructional strategy to goals • Providing professional development to all staff members on differentiated instruction that addresses the needs of their students with IEPs • Meeting regularly to interpret data, discuss students' progress and strategies for student improvement • Assessing ELL students and SWDs, and follow their progress based on various data sources • Sending teachers to outside professional development workshops, seminars, and network events through the CFN 410 which will focus on addressing the academic needs of ELLs and SWDs. • Visiting classrooms to observe and give constructive feedback • Teachers will be sent for PD at Teachers College addressing the needs of their ELLs and SWDs. • Coaching teachers in strategies for small group instruction during weekly common preparation periods and monthly grade conferences
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><input type="checkbox"/> Substitute teachers, Assistant Principals, Inquiry Team, PD training and personnel, SES personnel, and Literacy Coaches are funded through one or more of the following: Tax Levy, NYSTL, Title 1 Part A (Basic), Title I Part A (ARRA), Title II Part A, Grant Funding, SES Funding, and Reimbursables.</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"/> Instrument(s) of measure: Interim Assessments, Portfolios, and Fountas and Pinnell Reading Progress Charts, and NYS ELA Exam</p> <p>Interval (frequency) of periodic review: Quarterly throughout the school year</p> <p>Projected gains: Progress will be monitored in November, February and June</p>

**Subject Area
(where relevant) :**

Parent Involvement

<p>Annual Goal - 5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, parent involvement will increase by 5% as evidenced by attendance at Parents’ Association meetings, workshops, and Parent/Teacher Conferences. Research shows that when parents are actively involved student achievement increases.</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>	<ul style="list-style-type: none"> • <input type="checkbox"/> The Parent Coordinator and Parents’ Association will plan parent meetings to provide information on curriculum mandates and State and City assessments. • Continue parent meetings to promote Literacy and Mathematics skills development in the home. • In order to increase attendance at parent workshops, design a needs assessment to find out what topics the parents are interested in and what time is most convenient for the parents to attend these workshops. • Hold monthly Parents’ Association meetings. In order to increase attendance at the PA meetings, continue to present the "Citizen of the Month" awards • Continue “Meet the Teacher Orientations” held in September • Continue to have teacher conduct weekly workshops held before, during and after the school day • Continue weekly/monthly workshops and Learning Leader events conducted by the Parent Coordinator • When parents have a question or concern regarding school-wide curriculum parents will be invited to visit the classroom to observe instruction <p>Responsible staff members: teachers, coach, parent coordinator, and administrators</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><input type="checkbox"/> Title 1 Part A (Basic), Title I Part A (ARRA), Title II Part A, Tax Levy, Grant Funding</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"/> Instruments of measure: attendance sheets, Parent/Teacher Conference attendance sheets, Learning Environment Surveys, parent workshop attendance sheets</p> <p>Projected gains: Progress will be monitored in November, February and June.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	17	10	N/A	N/A	0	4	0	13
1	14	8	N/A	N/A	0	4	0	5
2	27	4	N/A	N/A	4	0	0	18
3	30	2	N/A	N/A	1	0	0	9
4	41	11	11	41	1	0	0	4
5	34	24	38	34	5	0	0	4
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>ELA Services are provided during the school day, every day, to small groups of students both in a classroom setting and in a separate location. The Passport Voyager Program is utilized by providers. Providers model, guide and encourage independent practice utilizing strategies for decoding, phonics, vocabulary, fluency and comprehension while supporting literacy skills in need of remediation. The SETSS teacher and other trained Special Education Teachers utilize the Wilson Reading System and Foundations to provide additional reading instruction to mandated and at-risk students.</p>
<p>Mathematics:</p>	<p>All students are afforded increased opportunities for small group instruction, hands-on activities, and the use of Mathematics Journals as a constant reference. Teachers are provided with intensive staff development in standards-based strategies as well as intervisitations to view effective strategies. Instructors utilize the extension and intervention activities in Everyday Mathematics to provide additional support to at-risk students. The Orchard Math Program is also used for students both during the regular school day and extended day sessions. In addition, our SETSS teacher provides supplemental instruction to mandated students.</p>
<p>Science:</p>	<p>All students in Grades K-5 engage in hands-on activities within a laboratory setting instructed by designated Science/Literacy Cluster positions and classroom teachers. All students in Grades 4-5 will be presented with the use of hands-on experiments supported by Science textbooks so that all learning styles can be addressed. Students who are perceived as being at-risk receive additional support through the small group and hands-on activities provided through the Science Curriculum.</p>
<p>Social Studies:</p>	<p>Classroom and Cluster Teachers create hands-on instruction through the use of Social Studies Stations, pictures and artifacts to develop vocabulary and promote debates to address different learning styles. Teachers enrich instruction using a hierarchy of questioning techniques and will utilize a multi-disciplinary approach to teaching in order to address the needs of all learners. In addition, our SETSS teacher provides supplemental instruction to mandated students.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The School-Based Guidance Counselor provides grade assemblies to all students in Grades K-5 to improve self-esteem, peer pressure, conflict resolution and all other social issues that may arise during the school day. The Guidance Counselor is also available to intervene when needed to address daily student issues. The Guidance Counselor also meets with mandated or at-risk students individually or in small groups to address areas of need such as anger management, appropriate social skills, self-confidence, etc.</p>

At-risk Services Provided by the School Psychologist:	The Bilingual School Psychologist meets with teachers and students on an as-needed basis to address behavioral, academic, and social/emotional as well as ESL issues. Support is provided to the parents in the form of recommendations that will meet the needs of each particular student. The School Psychologist also meets with small groups of at-risk ESL students to address early Reading skills and English vocabulary.
At-risk Services Provided by the Social Worker:	The Bilingual School Social worker meets with parents on an as-needed basis to assist with translation and any familiarization of the expectations of the school and how to meet those expectations. The School Social Worker also meets with parents to explain the process at CSE and to provide an explanation of parent's rights.
At-risk Health-related Services:	Occupational, Physical and Speech Therapies are provided during the school day for students who are mandated according to their IEPs. The Occupational, Physical, and Speech Therapists also conduct informal screenings of students who demonstrate possible delays in fine or gross motor skills or speech-language skills. At risk speech-language services are provided during the day for students that have been identified with deficient speech-language skills. Individual Health Paraprofessional assist students who have food allergies or require assistance with toileting and other self-help skills. The School Nurse provides services for students who are diabetic, have asthma, or require other medical interventions. She provides medication for these conditions either daily or on an as-needed basis according to the student's 504 plan.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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.

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).

X 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) 3 through 5 Number of Students to be Served: 70 LEP 5 Non-LEP

Number of Teachers 5

School Building Instructional Program/Professional Development Overview

We have revised our Title III Program to reflect the afternoon program replaced by an Early Morning Program. Please see below.

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

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

Form TIII – A (1) (a)

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 3-5

Number of Students to be Served: 75 LEP 70 Non-LEP 5

Number of Teachers: 5

Other Staff (Specify): 0

School Building Instructional Program/Professional Development Overview

P.S. 17Q implements a comprehensive ESL program in accordance with CR Part 154 and Title III guidelines for approximately 181 ELL students. We have 8 free standing self-contained classes and two ESL push-in positions. Our ESL teachers are fully certified and licensed. All students are provided with an array of instructional techniques that meet students' learning styles. Our differentiated instruction is designed to enable our ELL population to meet and/or exceed the city and state learning performance standards. We strive to provide meaningful and educational experiences to our ELL students and their families. P.S. 17Q encourages students, staff and parents to work collaboratively to achieve a learning community where all can benefit. Staff members participate in research based professional development designed to improve their teaching and learning. Parents are provided with the opportunity to attend ESL orientation meetings as well as a variety of workshops on Family Literacy, Technology and Math events throughout the school year.

Language Instruction Program

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

P.S. 17Q's Title III program will provide English Language Learners with supplemental instruction in an **Early Rise Morning Program**. The supplemental instruction will be provided by certified ESL teachers. These ESL teachers provide full-time instruction to self-contained ESL classes on a daily basis. According to the NYSESLAT scores, we will notify parents to inform them that their child is eligible to participate in the **Early Rise Morning Program**. The invitations will be extended to students in Grades 3 through 5. All students who scored at the beginner or intermediate level on last year's NYSESLAT exam will be asked to attend the program. The **Early Rise Program** will run from 7:30 am to 8:30 am on Tuesdays and Wednesdays, excluding holidays. It will begin in November 16, 2010 and end May 31, 2011. We anticipate that this program will run for approximately a total number of 50 sessions. This additional support will provide students with the strategies and skills that are needed to meet NYS/ ESL Standards. This supplemental help will focus on ESL grade level standards, specifically in the four modalities of the English language. Using ESL strategies, our ESL licensed teachers, will provide activities and strategies to promote English language proficiency. Based on survey results, we anticipate a total of approximately 5 classes servicing 65 ELL children. Supplementary materials will focus on the skills that are required to master the ESL Standards and through this achieve a higher level on the NYSESLAT. *Think Reading by Roger Farr and Rally Math* will be used to service all of our students in Grades 3-5. Students will use individual charts and rubrics to track their progress in reading, writing, speaking, and listening. Children are exposed to realistic scenarios through detailed pictures and vocabulary rich text. This program fosters group work and leads itself into differentiated instruction. The program also provides each child with an activity workbook. The workbooks contain practice questions for all four portions of the NYSESLAT exam. These questions range from sentence completion using realistic pictures to formal essay writing. The questions vary depending on the modality and grade level of the students. The reading and writing portions of the exam incorporate Science and Social Studies skills and knowledge. Basic and higher order thinking skills are incorporated into each exercise. Vocabulary and language development are an inherent aspect of this program.

Professional Development Program –

P.S. 17 will provide all teachers with ESL staff development. We will use the expertise of our certified teachers to share their best practices with those teachers who are not as experienced. Specific attention will be placed on hand-on activities that can be naturally infused in our Grades K- 5 TCRWP Curriculum. Concentration will be placed on differentiated instruction within the TC model.

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

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

- A series of institutes throughout the year will provide our teachers with models of explicit strategy instruction. TCRWP staff-developers will provide printed materials, calendar (conference) days with video examples of strategy teaching, and on-site staff development. Teachers will be instructed in how to prompt students differentially to provide a release of responsibility creating independent student use of strategies.
- ESL teachers will participate in workshops given by BETAC, through Hunter College.
- Alice Cohen and other support specialists from CFN 410 will be providing basic continued support and professional development for ESL teachers during the 2010 – 2011 school year.
- Teachers will attend grade appropriate workshops to receive training in how to implement the *Award Reading Program* in their classrooms. They will learn how to successfully integrate instructional technology and print to accelerate reading achievement for children in Grades K-5. Technology will focus on the five key areas of reading-phonemic awareness, phonics, vocabulary, comprehension, and fluency. Assessment will be an integral part of the classroom reading program. This program will be incorporated into all classrooms, as it meets the needs and various levels of all ELLs.
- Parents will also participate in an on-site workshop led by ESL Support Staff, “*How to Prepare Your Child for the NYSESLAT*”.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

P.S. 17 will provide in-house oral translators as well as accessing the DOE Translation Service Unit.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

P.S. 17 will continue to be in compliance with Chancellor's Regulation A-663. First and foremost, the Parents' Bill of Rights has been posted in all languages that reflect our school community. In addition, our Parent Coordinator will continue to update school officials about particular parent translation needs. P.S. 17 will continue to use internal and external resources on a daily basis. All school monies earmarked for translation services will be used for parent workshops and outside oral translation vendors. We will continue to review parent surveys and will monitor any and all languages of newly admitted students as per the Home Language Survey.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 435,356.00	\$ 14,001.00	\$ 449,357.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 4,354.00	\$ 140.00	\$ 4,494.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 21,768.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 43,536.00	*	

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

As of January 2010 100% of our staff are deemed “high-quality.”

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

As of October 2009 100% of our staff are deemed “high-quality.”

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

September 8, 2010

Dear Parents/Guardians:

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

What is Title I?

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

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

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

POLICY:

- 1. Teachers will be included in the development of school-level parent involvement activities by:**
 - **Conducting Parent/Teacher Conferences**
 - **Providing progress reports to parents**
 - **Providing parents with opportunities to observe classes during designated special events**
 - **Volunteering services**
 - **Working with parents on school decision-making committees**
- 2. Parents will be involved in the planning, implementation, evaluation and continuous improvement of school level programs by participating in:**

- **School Leadership Team (SLT)**
 - **Quality Review**
 - **Learning Environment Survey**
 - **Comprehensive Educational Plan (CEP)**
 - **Parent Needs Surveys**
- 3. Meeting:**
- **To accommodate our parents' work schedules, our School Leadership Team and Parents' Association meetings are scheduled in the evening hours with translation available for non-English speaking parents.**
- 4. Parents will be provided with timely information about instructional programs, curriculum, performance standard and assessment instruments by means of:**
- **Orientations**
 - **Parent Workshops**
 - **Parent Newsletters**
 - **Parents' Bulletin Board**
 - **Mailings**
 - **E-mails**
 - **Backpack**
- 5. The school will increase participation of non-English speaking parents by providing communication as follows:**
- **Translations and conversations through the Parent Coordinator**
 - **Department of Education notices in other languages**
 - **Notifications in various languages**
 - **Translations during meetings and during school hours**
 - **Report cards and transcripts**
- 6. Schools and parents will share responsibility for student performance by:**
- The school:**
- **Will provide an academic program that is rigorous and challenging**
 - **Will provide before and after school enrichment programs for students**
 - **Will communicate with families on an on-going basis regarding the students' academic progress**
 - **Will implement a homework program that emphasizes meaningful practice of instructional content and writing in all content areas**
 - **Will form and support alliances with parents/guardians in the governance of the school**

The parents:

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

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

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

8. **Annual Meeting:**

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

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

Sincerely,

Ms. C. Dickman

Principal

✂ -----

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

Principal: _____

Ms. Cynthia Dickman

Date: _____

Parent: _____

Name (Print)

Parent's Signature: _____

Student: _____
Name (Print)

Student's Signature: _____

The distribution date for the PIP was September 8, 2010.

In June 2011, the school's Parent Involvement Policy will be evaluated.

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

School Responsibilities:

P.S. 17 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold Parent/Teacher Conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November 2010 and March 2011.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide student progress reports in October, January and May.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents before, after and during school hours.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Student Responsibilities

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.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)/GUARDIAN(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Please see Needs Assessment, Section IV.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- Daily instruction and assessment in all curriculum areas will support students' academic achievement and provide for differentiated instruction
 - Professional Development will be given in the following areas: Acuity, the use of assessments, implementing and writing IEPs, designing and using rubrics, using student data for group goal setting, use of student portfolios, and test strategies for the NYS ELA
 - Professional Development will be facilitated by internal and external staff developers and through turn-key methods
 - Common preparation periods will be provided to teachers to identify trends in student achievement by subskill
 - Teachers on and across grade levels will meet to plan and share instructional strategies that will be incorporated into their teaching
 - Conduct focused Instructional Walkthroughs and Learning Walks to provide productive feedback to support teachers in their instruction
 - Extended Time Sessions will target individual student needs
 - After School English Language Learner sessions provided by ESL teachers and teachers who received Professional Development in ESL strategies
 - Teacher's College Reading and Writing Project Staff Developers will provide professional development to staff in order to formulate small groups based on the needs of the Level 2 and mid 3 students
 - CFN 410 ELL support for our classroom teachers, support staff, and ESL teacher
 - CFN 410 Special Education support for our self contained and ICTS and Related Service providers
 - Professional Development on Writing Continuum given by Teachers College Staff Developers to increase student writing skill
 - Implementation of an additional Inquiry Team to identify the needs of this group so teachers can adapt their lesson plans to target the individual needs of their children.
 - Data derived from formative and summative assessments will be aligned to support change in teaching practices focused on student performance.
 - Professional development on Acuity, ARIS and periodic assessments
 - Teachers will meet regularly to analyze data, discuss trends, and plan for differentiated instruction
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

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

- To ensure that students meet levels of proficiency, students will attend extended day instructional programs in Reading and Mathematics in small groups.
- Through SES funding, students in all grades and levels are eligible to attend before and after school programs focused on improving skills in both Mathematics and Literacy.
- Through Title III funding, after-school programs will be provided for ELL students who need additional academic support.
- F-status teacher will provide small group instruction to students who are struggling in the areas of Mathematics and Literacy.

Help provide an enriched and accelerated curriculum.

- The Schoolwide Enrichment Model includes Grades K-5
- After-school programs will be offered to students in order to provide academic enrichment for students in all grades and levels.
- Teachers and administration will ensure that the Everyday Mathematics Program, the Teacher's College Writing Project, and are aligned with state standards.

Meet the educational needs of historically underserved populations.

- Students will receive academic assistance through Title I support. Students who are still acquiring English will receive help through the service of ESL teachers providing push-in assistance. Additional academic assistance will be provided through Academic Intervention Services, Extended Time Sessions and before and after school programs
- Classroom libraries provide students with books that are culturally diverse
- Counseling services will be offered by the school if necessary
- The SETSS teacher at P.S. 17 provides small group instruction to all of our Students with Disabilities
- In order to meet the educational needs of as many students as possible within their zoned district and within the least restrictive environment possible, P.S. 17 provides multiple levels of service along the General Education/Special Education continuum

Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.



- The PPT/AIS/LRE teams identified students at Level 1 and Level 2 and provided small group and/or 1:1 tutoring instruction in all core curriculum areas

- 1:1 and small group peer counseling will be available to identified ‘at-risk’ students

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

- Small Group Instruction administered through before and after school programs for students performing at all levels. These programs are made possible through Title III funding and SES funding.

3. Instruction by highly qualified staff.

- 100% of staff is highly qualified

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

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

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

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

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

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

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

- Pre-K students are provided with Literacy, Mathematics, Science, Social Studies, Art and Music that align with the Kindergarten instructional program.
 - These activities along with many field trips provide background knowledge, vocabulary and social skills that support successful transitioning to the next grade
 - Articulation between Pre-K teachers and students and Kindergarten teachers provide continuity and easy transitioning
 - Pre-school teachers provide their students with diagnostic assessments that determine areas of strength and weakness and their overall readiness for Kindergarten.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Staff meets with Principal at monthly Faculty Conferences and Grade Conferences to discuss on-going assessments.
 - Teachers completed surveys
 - Multiple inquiry teams composed of the Principal, Assistant Principals and teachers will use data to inform instruction, with the primary focus targeting struggling students and higher achieving students to meet their individual needs.
 - Teachers meet during common preparation periods to discuss academic assessment to formulate plans that meet the individual needs of students in their classroom. This information is passed on to the other constituencies to improve student achievement.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Data Inquiry Teams will monitor student progress at weekly meetings.
 - The teachers, coach, and instructional team will monitor student progress at weekly meetings.
 - Student difficulties will be identified through various data tools and discussed at Grade Conferences and during common planning time.
 - Instruction will be differentiated to meet the needs of the students.
 - SES Programs provide extra support for Students with Disabilities, ELLs, and students performing at and above grade level.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally,

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	15, 17, 19, 20 and 21
Title I, Part A (ARRA)	Federal	✓				✓	15, 17, 19, 20 and 21
Title II, Part A	Federal	✓				✓	15, 17, 19, 20 and 21
Title III, Part A	Federal						
Title IV	Federal						

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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. —

IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: Improvement- Year 2 **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

See Needs Assessment, Section IV

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

See Action Plan, Section V.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement
- All staff members participate in Teacher's College Calendar days and Central Professional Development

- Regional support from our CFN 410 to work one-on-one as well as with groups of teachers
 - Regional support from our Special Education School Improvement Specialist to support teachers of Students with Disabilities
 - Staff members participate in content specific professional development in the area of Science and turn key to staff.
 - Through the Office of Curriculum Development and Instructional Learning, Professional Development will target teachers working with ELL students and Students with Disabilities in the areas of differentiated instruction and vocabulary development.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

P.S. 17 has no new teachers who require mentoring this school year. However, our TC consultants and coach are working with teachers on a weekly basis, modeling lessons, helping to review and construct lesson plans, assisting to examine curriculum instruction, assessment, differentiated instruction, and developing behavior management plans.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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

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

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 017 Henry David Thoreau					
District:	30	DBN:	30Q017	School		343000010017

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	36	31	36		94.9	95.1	95.8
Kindergarten	98	97	91				
Grade 1	130	110	94	Student Stability - % of Enrollment:			
Grade 2	106	124	99	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	103	101	123		89.9	90.8	93.0
Grade 4	111	99	103				
Grade 5	114	111	87	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		77.4	88.1	88.1
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		26	19	10
Grade 12	0	0	0				
Ungraded	0	1	2	Recent Immigrants - Total Number:			
Total	698	674	635	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					21	11	17

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	22	23	39	Principal Suspensions	29	28	0
# in Collaborative Team Teaching (CTT) Classes	57	47	40	Superintendent Suspensions	10	15	9
Number all others	22	18	19				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	Number of Teachers	59	57	52
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	11
# receiving ESL services only	215	209	TBD				
# ELLs with IEPs	7	42	TBD	Number of Educational Paraprofessionals	9	6	12

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

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	96.1
				% more than 2 years teaching in this school	66.1	77.2	86.5
				% more than 5 years teaching anywhere	54.2	50.9	71.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	95.0	96.2
American Indian or Alaska Native	0.1	0.0	0.2	% core classes taught by "highly qualified" teachers	88.7	95.1	97.2
Black or African American	8.5	9.2	7.7				
Hispanic or Latino	53.3	52.8	54.6				
Asian or Native Hawaiian/Other Pacific	19.5	21.1	23.0				
White	16.5	14.4	14.3				
Male	51.9	50.4	51.7				
Female	48.1	49.6	48.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1			v		
	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:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-	-	-		
Multiracial							
Students with Disabilities	X	v	-	-	-		
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v		-	-		
Student groups making	7	8	1	0	0		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	23.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	13.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

**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 CFN 410-Altigracia Santana	District 30	School Number 017	School Name Henry David Thoreau
Principal Cynthia Dickman		Assistant Principal Dora Danner	
Coach Marjorie McDonald		Coach N/A	
Teacher/Subject Area Georgia Meletiadis/ESL		Guidance Counselor Vickie Mouzakitis	
Teacher/Subject Area Marsha Noble/ESL		Parent Rose Dauge	
Teacher/Subject Area		Parent Coordinator Dina Pilios	
Related Service Provider Edward Trerise		Other	
Network Leader Altigracia Santana		Other	

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	10	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	632	Total Number of ELLs	181	ELLs as Share of Total Student Population (%)	28.64%
------------------------------------	------------	----------------------	------------	---	---------------

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.

Once any new student registers at P.S. 17, a licensed pedagogogue administers the Home Language Identification Survey (HLIS). At that time, the licensed pedagogogue trained in the intake process conducts an informal oral interview in English and/or in the parent's native language. Based on the results of the HLIS and the parent interview, it is determined whether or not the student will be given the Language Assessment Battery-Revised (LAB-R) in English, and Spanish, where applicable. A fully certified ESL pedagogogue administers the English LAB-R exam within the first ten days of student registration. Parent Orientations are ongoing based on student registration and eligibility based on the HLIS. The Bilingual Speech teacher and Bilingual School Psychologist assist in administering the Spanish LAB. The LAB-R is hand scored by the trained fully certified pedagogogues before being delivered to the Scan Center. According to the LAB-R results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes.

Every school year, we have ongoing Parent Orientation Meetings for the parents of our ESL students. The fully certified ESL pedagogogue, who is also the ESL Coordinator, conducts the orientation meetings within the first ten days of September student registration based on the HLIS, along with the help of other staff members and provides an agenda and sign-in sheet for the parents. The Assistant Principal, ESL service provider, Parent Coordinator and parent volunteers are also present at the orientation to assist and provide translation services for school documents such as the Parent Survey and Program Selection forms. At this meeting, we show the parents the Parent Choice Video from the New York City Department of Education. This video is viewed in all the languages that represent our population. These languages include English, Spanish, Bengali and Arabic. Once the video is viewed, parents receive the Program Selection letters in their native languages. We have many staff members and parent volunteers present to translate questions that parents who are less proficient in English may have. The ESL Coordinator informs parents at the meeting that research shows the best program for ELLs is Dual Language, which facilitates Language 1 skills to transfer to Language 2 skills.

After reviewing the Program Selection forms, the children are then placed in an appropriate setting. We hold make-up orientation meetings later in September for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame, and documentation of such contact is kept on record. Students whose parents do not attend are placed in the default program in the school, in our case, freestanding ESL. For the past few years, we have noticed that the trend for our parents is to request ESL programs, which we have in Grades K- 5. Currently and in the past, parents overwhelmingly opt for freestanding ESL. There were less than fifteen requests for a bilingual or dual language program in each native language per grade. While our parent survey reflects the model of choice to be freestanding ESL, if more than 15 parent surveys of the same home language within two contiguous grades request the TBE program, we will, as per the Aspira Consent Decree, create a bilingual bridge program. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR Part 154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned.

The NYSESLAT exam is administered to all ELLs yearly. In order not to miss any student, our ESL Coordinator runs the RLER report to obtain the list of all entitled/eligible students and facilitates this exam. Each ESL licensed teacher takes part in the administration of all four sections of the exam. Accommodations are provided, as per each individual student's IEP. All of our ESL students who are either a "B" or an "I", as per their NYSESLAT or LAB-R score, are receiving a minimum of 360 minutes of ESL service per Commissioner's Regulations (CR) Part 154. Those students that have been classified as "A" learners, as per their NYSESLAT or LAB-R score, are receiving 180 minutes of service per week as per CR Part 154. In addition, our 2 push-in ESL teachers service those students who are not in self-contained ESL classes, but are required to receive 360 minutes per week or 180 minutes per week as per CR Part 154. In both learning environments, instruction is provided in English 100% of the time.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	2	2	0	2	1	1	0	0	0	0	0	0	0	8
Push-In	5	7	16	8	9	4	0	0	0	0	0	0	0	49
Total	7	9	16	10	10	5	0	0	0	0	0	0	0	57

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	181	Newcomers (ELLs receiving service 0-3 years)	138	Special Education	33
SIFE	0	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	138			43			0			181

Total	138	0	0	43	0	181								
Number of ELLs in a TBE program who are in alternate placement: <u>000</u>														

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	
	ELL	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

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
French									0	0
Other									0	0
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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	24	34	7	27	25	21								138
Chinese	0	1	0	0	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	2	2	2	4	1	3								14
Urdu	0	0	0	0	0	0								0
Arabic	3	1	2	3	3	3								15
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	1	0	0	0	0								1
Polish	0	0	0	0	0	0								0
Albanian	0	0	1	0	1	0								2
Other	4	1	3	1	1	0								10
TOTAL	33	40	15	35	31	27	0	181						

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.

P.S. 17 has a total number of 181 ELLs. There are 0 SIFE students, 138 newcomers, 43 ELLs with 4-6 years of service, and 0 long term ELLs. Of our 181 ELLs, 33 students are in our Special Education program. Of the 138 newcomers, 22 are receiving Special Education services. Of the 43 students receiving 4-6 years of service, 11 students are receiving Special Education services. We have 0 long term ELLs and 0 SIFE students receiving Special Education services. We have placed our ELLs with special needs in ICTS classrooms as per their IEP. Those students are receiving their ESL instruction from 1 of our 2 highly qualified, licensed ESL teachers who are certified in Common Branch and ESL. These providers use the push-in model which enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups and various collaborative co-teaching and parallel teaching models. Techniques will vary based on the level of the learner. ELLs are mostly heterogeneously grouped so that the mandated periods of instruction can be successfully delivered. All of our ESL students who are either a "B" or an "I", as per their NYSESLAT or LAB-R score, are receiving a minimum of 360 minutes of ESL service per Commissioner's Regulations (CR) Part 154. Those students that have been classified as "A" learners, as per their NYSESLAT or LAB-R score, are receiving 180 minutes of service per week as per CR Part 154. In addition, our 2 push-in ESL teachers service those students who are not in self-contained ESL classes, but are required to receive 360 minutes per week or 180 minutes per week as per CR Part 154. In both learning environments, instruction is given in English 100% of the time.

Freestanding Push-in/Pull-out Program:

- Servicing Grades K-5 as per NYSESLAT and LAB-R testing scores
- Beginner and Intermediate learners will receive a minimum of two (45) minute periods 4x per week while Advanced learners will receive a minimum of at least one (45) minute period 4x per week.
- In Grades K-5, focus will be placed on modifying TCRWP.
- Instruction is fully aligned with SED and ESL Learning Standards
- Two fully licensed and certified NYS and NYC teachers will provide these services during Literacy and/or content area instruction.

Freestanding Self-Contained Program:

- Two self-contained Kindergartens
- Two self-contained Grade 1
- Zero self-contained Grade 2
- Two self-contained Grade 3
- One self-contained Grade 4
- One self-contained Grade 5
- All students in self-contained classes are placed as per the NYSESLAT and LAB-R testing scores
- Kindergarten through Grade 5 will be using The Teacher's College Reading and Writing Project (TCRWP), a Columbia University affiliated program.
- Conferences and teachers' logs will be used to monitor student achievement and differentiate instruction.
- The Award Reading Program will be implemented in Grades K-3 classrooms

- All instruction is consistent with CR Part 154 requirements
- 100% of instruction is done in English
- All eight of our self-contained teachers are fully certified

Plan for SIFE:

In the event that a SIFE student is admitted to P.S. 17, we do have a plan in place to best serve this population. These students will initially be placed with beginner ELLs in grade appropriate classes and receive intervention services from an ESL push-in teacher for a total of 360 minutes per week for six to eight weeks. This instruction will be differentiated based on the proficiency level of the student and formal and informal assessments. Upon further assessment, these students will be placed into a grade appropriate setting according to their individual needs. They will be mandated to attend the 37 ½ minute Extended Day Program for extra support. Classrooms will be equipped with the Award Reading Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels.

Plan for ELLs in school less than 3 years/ Newcomers:

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

Plan for ELLs in school 4-6 years:

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

Plan for ELLs in school 6 years completed or more / Long Term ELLs

Instruction will focus on repetition and small group intervention. There will be continual formal and informal assessments aligned with instruction in order to determine individually appropriate focus skills. Instruction for these students will be highly structured and predictable. Classrooms will be equipped with the Award Reading Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels. In addition to ESL services, students will be offered AIS, extended day, and Title III program instruction.

Plan for ELL Special Needs Students:

Instruction for these students will be predictable and highly structured routines will be in place. Lessons will use multisensory strategies in order to meet the needs of all learners. Hands-on instruction will be incorporated into content area lessons whenever possible. The language will be simplified during each lesson, but content will remain on grade level. Main ideas will be reinforced through rephrasing, rather than verbatim repetition, and students will play an active role in their own learning. Classrooms will be equipped with the Award Reading Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels. In addition to ESL services, students will be offered AIS, extended day, and Title III program instruction.

Intervention Programs for ELLs (AIS):

AIS programs are provided for Level 1 and Level 2 students in Grades K-5. Students can also be referred for AIS by their classroom teacher. In Grades K-5, students are serviced for ten weeks by an F-status provider using a push-in model. Students are seen 3-5 days per week, depending on the availability of the provider and the needs of the students. Depending on each individual situation, students may be invited to continue services after the ten weeks.

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

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

All former ELLs, who have passed the NYSESLAT exam, will continue to get support services for one to two years, depending on the

assessment of individual student needs. Former ELLs receive extended time testing accommodations for up to two years after testing out of the NYSESLAT. These students may also be invited to participate in the Title III program for additional support. Therefore, services for transitional students will not be discontinued.

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?

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

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

Some stations are:

- Listening Station with cassettes, head sets, CDs, book baggies, read along English books
- Math Station with blocks, money, tool kits, calculators, rulers, tape measures, etc.
- Computer Station with internet sites and programs designed to meet specific academic skills; i.e. Starfall.com, Award Reading Program which integrates interactive technology and print to accelerate Reading and Orchard Math Program which promotes phonics, Mathematics, and Reading instruction

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

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

All students in Grades K-5 are currently receiving Literacy instruction under The Teachers College Reading and Writing Project (TCRWP), a Columbia University affiliated program. This curriculum uses a balanced approach to combining whole-class and small group instruction.

Teachers are focusing on different skills, such as phonics, phonemic awareness, vocabulary, fluency and comprehension. Whole-class instruction consists of mini-lessons and end of workshop shares in Reading and Writing Workshop, Interactive Writing, and Shared Reading. Small group instruction consists of Partner Reading, Guided Reading Lessons, Strategy Lessons, Individual Conferences, and Table Conferences (with a group of students in one area). Assessment is used to inform instruction in all areas of balanced literacy. A combination of conference notes, notes after small group lessons, quick checks on reading levels, and informal assessments developed by TCRWP are used to identify student' reading and writing strengths and weaknesses. Teachers provide daily opportunities for students to read on-level texts. Students are taught how to choose "just right books" within their reading level. Independent reading time is an integral part of Readers Workshop and homework always involves independent reading.

Teaching for independence is a major part of this curriculum. Scaffolded instruction for all students allows for a gradual release of responsibility from the teacher to the student. Scaffolded instruction involves introducing a strategy, teacher modeling of the strategy, guided practice, and independent application where the student is able to review and reflect. Throughout the day students are provided ample opportunities to collaborate and talk about their learning with their peers/teachers. Techniques such as "turn and talk" are used during mini-lessons. Read alouds are interactive and students have partner time during independent reading and small group instruction. Teachers can listen in and assess students' understanding and learning during these activities. Another philosophy of this curriculum is to teach reading and writing skills and strategies in the context of real reading and writing throughout the day. Exposure to various genres leads students to produce diverse types of writing.

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

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

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

- TCRWP K-5 Assessment for Independent Reading Levels
- Acuity (3-5)
- City/State Exams (3-5)
- LAB-R scores
- NYSESLAT scores (K-5)
- Everyday Math unit reviews (K-5)
- Award Reading Assessments
- Running Records
- Conference Notes (K-5)

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

Instructional Materials in Content Areas:

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

provided in addition to basic Social Studies textbooks and cluster instruction.

Students in Grades K-2 use Full Option Science System (FOSS) notebooks, as required by the state curriculum, to supplement Science instruction. These consumable notebooks allow ELLs to write about science lessons, which allow for cross-curricular connections between Science, Writing, and Reading. Students in Grades 3-5 use a combinational blend of FOSS notebooks. All instruction is inquiry based.

Native Language Support:

Our ELLs are receiving Native Language Support through various sources. There are classroom libraries in the majority of native languages (mostly Spanish), in all ESL self-contained Grades K-5 classrooms. In addition, students have the opportunity to practice using their native language during socialization times such as Gym, Art, Music and ESL instructional periods. Every ELL in grades 3-5 received glossaries in English and their native language, in the content areas of Science, Social Studies and Math. The Push-In ESL providers provided instruction on the use of these glossaries once they were distributed. These glossaries serve as useful resource for ELLs in the classroom and are a tool that also supports native language use. There are also language paraprofessionals working with students with special needs that have mandated services and as per their IEPs. These paraprofessionals work with ELLs during small group instruction in the classroom and also provide native language support services.

C. Schools with Dual Language Programs

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

N/A

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.

Professional Development

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

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

- Full day professional development workshops held by Teachers College focusing on Reading and Writing
- ESL professional development reviewing the ELL components, materials and assessment tools
- Coaching and the modeling of appropriate lessons
- Regional/network support to work one on one as well as with groups of teachers
- Staff Development workshops on ESL instruction and methodology provided by supervisors, coaches and licensed ESL teachers
- Collaborative planning between ESL push-in and non-ESL teachers is programmed during communal preps to ensure that successful co-teaching takes place and that planning and pacing are parallel

During Chancellor's Day, the entire staff which includes the Principal, Assistant Principals, ESL Coordinator, Common Branch Teachers, subject area teachers, Paraprofessionals, ESL teachers, Guidance Counselor, Special Education Teachers, Psychologists, Occupational/Physical Therapists, Speech Therapists, and the Parent Coordinator, participated in ESL professional development facilitated by network support specialists, along with other network support staff to address student needs. Professional development is also provided to assist staff on an ongoing basis with differentiated instruction to meet the needs of ELLs as they transition from one grade to another. ESL materials are offered and geared toward specific grade and proficiency levels.

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

Staff Development:

P.S. 17 will provide all teachers with ESL staff development. We will use the expertise of our certified teachers to share their best practices with those teachers who are not as experienced. Specific attention will be placed on hand-on activities that can be naturally infused in our K- 5 TCRWP Model. Concentration will be placed on differentiated instruction within the TC model.

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

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

- A series of institutes throughout the year will provide our teachers with models of explicit strategy instruction. TCRWP (Teachers College Reading and Writing Project) staff-developers will provide printed materials, calendar (conference) days with video examples of strategy teaching, and on-site staff development. Teachers will be instructed in how to prompt students differentially to provide a release of responsibility creating independent student use of strategies.

- ESL teachers will participate in workshops given by BETAC, through Hunter College.

Alice Cohen, our Network Support ESL Instruction Specialist, along with other network support staff and support from the Office of English Language Learners and specialists from CFN 410 will be providing basic continued support and professional development for ESL teachers during the 2010 – 2011 school year.

- Teachers will attend grade appropriate workshops to receive training in how to implement the Award Reading Program in their classrooms. They will learn how to successfully integrate instructional technology to accelerate reading achievement for children in Grades K-5. Technology will focus on the five key areas of Reading- phonemic awareness, phonics, vocabulary, comprehension, and fluency. Assessment will be an integral part of the classroom reading program. This program will be incorporated into all classrooms, as it meets the needs and various levels of all ELLs.

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?

Parental Involvement

Parents will be provided with workshops on various topics such as: homework help, preparing their child for city and state assessments as well as community based programs available for their children. These workshops will be offered during the school day and in the evenings for parents who work (specific dates and times to be announced). Often the workshops focus on P.S. 17's Book of the Month. The parents are presented with helpful strategies and resources based on a monthly picture book selection. The parents have the opportunity to receive a book for their home library and to gain knowledge of ELL strategies that can best serve their child. These workshops incorporate resources such as bilingual dictionaries, glossaries in different content areas and a multicultural lending library in the parents' native languages. In addition to these workshops, the parents are invited to the Annual Citywide ELL Conference.

Our Parent Coordinator will also have a critical role in our parent/community involvement for ELLs. Throughout the school year, the Parent Coordinator will invite outside agencies (housing, immigration, social security, etc.) to conduct workshops for ELL parents. This will provide parents with information about the various opportunities that are afforded to them. Parents attend field trips to the library and museums while learning to read, write, speak, and understand the English language to become a better resource for their child. Parents will also participate in an on-site workshop led by ESL Support Staff, "How to Prepare Your Child for the NYSESLAT".

Parents of ELLs along with parents of native speakers of English, will be invited to Parents' Association meetings with a translated version of the PA flyer in their home languages when applicable. The Parent Coordinator ensures this process is accomplished by using language translation services. English speaking parents are also asked to volunteer as translators for various school documents or to support other parents who are less proficient in English. There are also multicultural programs in the school such as P.S. 17's Multicultural Family Night where parents might volunteer ideas, support the planning and help teach students cultural background information.

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)	17	14	2	2	2	3								40
Intermediate(I)	1	19	4	18	10	8								60
Advanced (A)	15	6	11	15	18	16								81
Total	33	39	17	35	30	27	0	0	0	0	0	0	0	181

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	0	0	0	1							
	I		1	3	2	0	1							
	A		14	5	11	11	16							
	P		19	7	25	19	12							
READING/ WRITING	B		13	1	1	1	4							
	I		16	2	19	8	10							
	A		6	9	18	21	13							
	P		0	3	0	0	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	17	4	0	28
4	2	9	9	0	20
5	2	18	4	0	24
6					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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	3		6		23		1		33
4	2		9		10		0		21
5	4		13		9		0		26
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	7		8		9		0		24
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4		2		16		1		23
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

opportunities for conversation amongst students and their peers. Teacher driven lessons need to be limited and put in place only to address particular skills within each learning modality. Small group instruction along with the use of tactile, auditory, visual and kinesthetic manipulatives will be used in learning stations.

Some stations are:

- Listening Station with cassettes, head sets, CDs, book baggies, read along English books
- Math Station with blocks, money, tool kits, calculators, rulers, tape measures, etc.
- Computer Station with internet sites and programs designed to meet specific academic skills; i.e. Starfall.com, Award Reading Program which integrates interactive technology and print to accelerate Reading and Orchard Math Program which promotes phonics, Mathematics, and reading instruction

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

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

All students in Grades K-5 are currently receiving Literacy instruction under The Teachers College Reading and Writing Project (TCRWP), a Columbia University affiliated program. This curriculum uses a balanced approach to combining whole-class and small group instruction. Teachers are focusing on different skills, such as phonics, phonemic awareness, vocabulary, fluency and comprehension. Whole-class instruction consists of mini-lessons and end of workshop shares in Reading and Writing Workshop, Interactive Writing, and Shared Reading. Small group instruction consists of Partner Reading, Guided Reading Lessons, Strategy Lessons, Individual Conferences, and Table Conferences (with a group of students in one area). Assessment is used to inform instruction in all areas of balanced literacy. A combination of conference notes, notes after small group lessons, quick checks on reading levels, and informal assessments developed by TCRWP are used to identify students' reading and writing strengths and weaknesses. Teachers provide daily opportunities for students to read on-level texts. Students are taught how to choose "just right books" within their reading level. Independent reading time is an integral part of Readers Workshop and homework always involves independent reading.

Teaching for independence is a major part of this curriculum. Scaffolded instruction for all students allows for a gradual release of responsibility from the teacher to the student. Scaffolded instruction involves introducing a strategy, teacher modeling of the strategy, guided practice, and independent application where the student is able to review and reflect. Throughout the day students are provided ample opportunities to collaborate and talk about their learning with their peers/teachers. Techniques such as "turn and talk" are used during mini-lessons. Read alouds are interactive and students have partner time during independent reading and small group instruction. Teachers can listen in and assess students' understanding and learning during these activities. Another philosophy of this curriculum is to teach reading and writing skills and strategies in the context of real reading and writing throughout the day. Exposure to various genres leads students to produce diverse types of writing.

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

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

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

- TCRWP K-5 Assessment for Independent Reading Levels
- Acuity (3-5)
- City/State Exams (3-5)
- LAB-R scores
- NYSESLAT scores (K-5)
- Everyday Math unit reviews (K-5)
- Award Reading Assessments
- Running Records
- Conference Notes (K-5)

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

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

Ø Implications for Instruction

The Principal, Assistant Principals and Data Inquiry Team (90% of staff members) review the progress of ELLs in the instructional program. However, below please find the specifics for each content area.

Ø Implications for LAP in English Language Arts Area

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

When looking at student results, they show that there needs to be more intensive instruction in Reading and Writing, beginning in Kindergarten through Grade 5.

•To prepare students for success on the ELA in Grades 3-5, the lower grade teachers examined data from ECLAS 2, and used this data to form flexible groups in order to differentiate instruction. NYSESLAT raw to scale score conversions were also used for more specific homogeneous grouping of students within each of the four modalities of language. Additionally, small class size in the lower grades allowed teachers to better monitor progress and meet the needs of individual students. Conferencing with children weekly during reading instruction in Grades K-3 was another strategy used with students in the area of ELA. Managing conference notes and running records for reference helped the teachers implement and plan for differentiated instruction. The goal to improve ELA results is to provide ELLs with more explicit vocabulary instruction, build a stronger foundation in grammar and sentence structure, focus more on writing mechanics, create more hands-on activities, and provide opportunities for conversation amongst students and their peers to practice their speaking skills. Teacher driven lessons need to be limited and put in place only to address particular skills within each learning modality. Small group instruction along with the use of tactile, auditory, visual and kinesthetic manipulatives will be used in interactive learning stations.

Ø Implications for LAP in Mathematics Content Area

Results show that a vast number of ESL students that have taken standardized tests in the past have not scored as well as native speakers. For example, looking at last year's content scores (this year's scores are unavailable), we have noticed that out of 33 ESL students that took the New York State Math exam in Grade 3, 3 scored a Level 1, 6 scored a Level 2, 23 scored a Level 3, and 1 scored a Level 4. In Grade 4, 21 took the exam; 2 scored a Level 1, 9 scored a Level 2, and 10 scored a Level 3. Finally, in Grade 5, 26 students took the exam; 4 scored a Level 1, 13 scored a Level 2 and 9 scored a Level 3. We feel that the results are not higher because this test requires advanced Reading skills. When looking at the NYSESLAT results, we see that our students are struggling with Reading skills, therefore using the above ELA strategies will also improve Mathematics exam scores. In addition, our school has purchased The Orchard Math Program for all grade levels and is used during the regular school day and extended day periods. This program will expose ELLs to a rich variety of math content area related language and vocabulary which will strengthen ELLs math word problem skills and comprehension of mathematical concepts.

Ø Implications for LAP in Science Content Area

When reviewing last year's New York State Science exam scores, we have noticed that the scores are somewhat evenly distributed. Of the 24 ESL students in the Grade 4 who took this exam, 9 students received a score of Level 3 on the exam, 8 students scored a Level 2, 7 students scored a level 1, and 0 students scored a level 4. The vocabulary and reading portions of the exam prove to be difficult for ELLs and make it very challenging for these students to score a level 4. Science instruction will be supported by cluster programs, trade books,

Part VI: LAP Assurances

Ø Implications for LAP in Social Studies Content Area

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		