



PETER G. VAN ALST

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 30/QUEENS/30Q171
ADDRESS: 14-14 29TH AVENUE, LIC, NY 11102
TELEPHONE: 718-932-0909
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 171 **SCHOOL NAME:** Peter G. Van Alst

SCHOOL ADDRESS: 14-14 29th Avenue, LIC, NY 11102

SCHOOL TELEPHONE: 718-932-0909 **FAX:** 718-932-6749

SCHOOL CONTACT PERSON: Anne Bussel **EMAIL ADDRESS:** ABussel@schools.nyc.gov

POSITION/TITLE: PRINCIPAL

PRINT/TYPE NAME: ANNE BUSSEL

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Diane Roos

PRINCIPAL: Anne Bussel

UFT CHAPTER LEADER: Carmela Caro

PARENTS' ASSOCIATION PRESIDENT: Alba Beltran

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** 2.02

NETWORK LEADER: Nancy DiMaggio

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
Anne Bussel	*Principal or Designee	
Carmela Caro	*UFT Chapter Chairperson or Designee	
Alba Beltran	*PA/PTA President or Designated Co-President	
Sonia Pemia	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maria Sinanis	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	
Melissa Davlos	Member/Parent	
Sara Ortiz	Member/Parent	
Nareida Soto	Member/Parent	
Mussammat Parvin	Member/Parent	
Bonnie Capparelli	Member/Parent	
Fran Ferrari	Member/SLT Chairperson	
Ann DiLeo	Member/Staff	
Rosemary Holdampf	Member/Staff	
Cathleen Hartill	Member/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.

Public School 171 is located in the Astoria section of Queens, New York. This pre-kindergarten through fifth grade school serves a population of approximately 627 students from culturally diverse backgrounds. The community is home to a continued number of new immigrants from Latin America, South America, Mexico and the Middle East. Our school is a central part of the community to many of the students and their families. The school building is well kept as evidenced by it being named as top in District 30. A sense of pride shines through in the students' accomplishments as seen in the prominently displayed work.

PS 171 plans to offer free ESL classes for parents one day a week. This program will be moderated by our Parent Coordinator. She will also continue to act as the liaison with Learning Leaders by scheduling parent training sessions so parents who choose can be actively involved in classrooms. In addition, our Parent Coordinator will work with our Title 1 representative and our Literacy and Math coaches to schedule workshops to better inform parents of the academic programs being instructed. We will continue to house a Family Room that will be opened to parents Monday through Friday during schools hours and this also will be run by our Parent Coordinator because our Family Worker has retired and the position was not refilled. The room will be used to host various workshops that meet the needs and requests of our parent population, i.e., health related and academic related. Our school boasts an active PTA with an open door policy for both parents and teachers. New officers for the school year 2010-2011 have already been voted in and will take charge on July 1st, 2010.

All students at PS 171 will continue to receive physical education and health instruction throughout the school year provided by two full time physical education teachers. This will better prepare them for the mandated annual physical fitness assessment. We are fortunate to have an equipped Art room manned by a full time teacher, a state of the art Music Room manned by a state certified music teacher, and both an Upper and Lower Grade Science Room with two full time instructors that will service all students. Our computer lab will be manned by a full time computer teacher. PS 171 will continue its school wide Character Counts Program. Community outreach projects associated with this program will include a canned food drive for the local food pantry. We are presently offering after school programs for students in Grades 3, 4 and 5 in Literacy and Mathematics. In addition, we have Saturday programs for children in Grades 1 through 5 in the area of Literacy. Students in Grade 1 and 2 are attending our Instrumental Program and children in Grades 3, 4 and 5 are members of our Chorus. In December 2010, we will commence an ESL Saturday Program for children in Grades K through 5. This will run for eighteen Saturdays.

PS 171 enjoys a collaboration with ERDA (East River Development Alliance). This program provides speakers to our fifth grade classes. This year the focus will be on banking and banking practices with a defined integration with mathematics. They will also host weekend trips, at no cost to students, providing academic and social experiences. These include trips to college and university campuses and sports events. ERDA also offers parent outreach to assist in attaining a GED, tax preparation, and help in completing employment applications. Our parent coordinator keeps this information handy for all those interested.

PS 171 recognizes that in order to meet the diverse needs of the students and families in this community, the role of the school should expand beyond the traditional definition of teaching and learning. We will be setting up a lower grade (K-2) computer center on the second floor of our building that will be available for teachers to use with their students. A laptop lab is already in place on the third floor for the use of grades 3 through 5. We still have additional laptop carts on each floor that will be available for small group lessons. This year Core Curriculum provided the Third Grade classes with Social Studies libraries. All teachers in Grades K, 1 and 2 have received training in Foundations, an early intervention program, and have been provided time to create lessons for September 2010. We have received a grant that provided this training and will also provide necessary materials. Presently, we have not received any materials from this grant nor have we received any support for an after school program. We will continue to incorporate the Scholastic Guided Reading Program to maintain a consistent base in literacy instruction. Supplemental supportive programs include Reading Bucks, where children are rewarded for meeting and exceeding the basic reading requirements. We will also continue to provide a Summer Reading Celebration to recognize those students who have maintained a high level of reading during the summer months. We also expect to maintain our full time nurse.

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:	Peter G. Van Alst				
District:	30	DBN #:	30Q171	School BEDS Code:	3430000010171

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	89	77	61		92	92	93		
Kindergarten	79	87	97						
Grade 1	108	86	100	Student Stability: % of Enrollment					
Grade 2	88	109	83	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	84	83	104		96	94	94		
Grade 4	89	96	110						
Grade 5	83	95	100	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		89	90	90		
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		0	1	1		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	610	633	655		3	8	6		
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	7	12	12						
No. in Collaborative Team Teaching (CTT) Classes	85	89	83	Principal Suspensions	4	1	2		
Number all others	0	0	0	Superintendent Suspensions	6	6	2		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0.0	0.0	0.0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0.0	0.0	0.0
# receiving ESL services only	100	112	129	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	9	24	26	(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	65	57	48
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	16	11	10
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	10	7
	0	0	0				
				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	95.4	87.0	99.0
American Indian or Alaska Native	0.3	0.0	0.0	Percent more than two years teaching in this school	78.5	92.0	89.0
Black or African American	19.3	18.0	20.0	Percent more than five years teaching anywhere	72.3	90.0	89.0
Hispanic or Latino	46.9	46.7	48.0				
Asian or Native Hawaiian/Other Pacific Isl.	24.0	24.8	22.0	Percent Masters Degree or higher	91.0	100.0	100.0
White	9.4	10.2	10.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	98.0	98.0
Multi-racial	0.0	0.001	0.0				
Male	48.5	48.5	50.1				
Female	51.5	51.5	49.9				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	√ 2006-07	√ 2007-08	√ 2008-09	√ 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<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:	√		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	X	√	√				
Economically Disadvantaged	√	√	√				
Student groups making AYP in each subject	√	√	√				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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:	N/A
Overall Score	96.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	56.6	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	N/A
<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?
-

Three Year Analysis of Grade 3 ELA Performance

Grade 3-ALL Tested Students ELA Performance on State Assessment

Year	Level 1		Level 2		Level 3		Level 4	
—	#	%	#	%	#	%	#	%
2010	20	20.0	47	47.0	24	25.0	8	8.0
2009	6	6.3	45	47.4	43	45.2	1	1.1
2008	6	6.2	31	32.0	53	54.6	7	7.2

Based on the above chart the following analysis was constructed.

The percentage of students performing at Level 1 has increased drastically from 6.3% to 20.0% thus increasing those students who have not met their promotional criteria by 13.7%. Likewise, those students achieving a Level 2 has decreased by 0.4%. Our Level 3 student percentage has decreased by 20.2%. On a positive note students achieving Level 4 has increased by 6.9%.

Grade 4-ALL Tested Students
ELA Performance on State Assessment

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	15	14.9	55	54.5	30	29.7	1	1.0
2009	5	5.2	33	34.4	54	56.3	4	4.2
2008	12	12.1	41	41.0	44	44.0	3	3.0

Based on the above chart the following analysis was constructed.

We have seen an increase in those students performing at Level 1, up 9.7%. In addition, the percentage of students performing at Level 2 has increased 20.1%. Students at Levels 3 and 4 account for only 30.7% with both levels seeing a decline.

Grade 5-ALL Tested Students
ELA Performance on State Assessment

Year	Level 1		Level 2		Level 3		Level 4	
------	---------	--	---------	--	---------	--	---------	--

	#	%	#	%	#	%	#	%
2010	20	21.1	43	45.3	27	28.4	5	5.3
2009	1	1.1	29	32.6	55	61.8	4	4.5
2008	2	1.9	44	41.1	59	55.1	2	1.9

Based on the above chart the following analysis was constructed.

Fifth grade students performing at Level 1 has increased 20.0%, from 1.1% to 21.1%. Those students performing at Level 2 have increased 12.7%, from 32.6% to 45.3%. A marked decline in students performing at Level 3 is apparent, a drop of 33.4%, from 61.8% to 28.4%. Our Level 4 students have increased from 4.5% to 5.3%, a plus of 0.8%.

Three Year Trend Analysis of Grade 3 Performance
Grade 3-ALL Tested Students
Mathematics Performance on State Assessment

Year	Level 1	Level 2	Level 3	Level 4
------	---------	---------	---------	---------

	#	%	#	%	#	%	#	%
2010	14	13.5	50	49.0	24	23.1	15	14.4
2009	2	2.0	7	7.1	64	65.3	25	25.5
2008	1	1.0	14	14.1	71	71.7	13	13.2

Based on the above chart the following analysis was constructed.

The percentage of students who did not meet their promotional criteria in Grade 3 increased 11.5%, from 20.0% to 13.5%. Level 2 percentages also increased by 41.9%, from 7.1% to 49.0%. There was a marked decline in those students achieving a Level 3, from 65.3% to 23.1%, a drop of 42.2%. Likewise we have seen a drop in students achieving a Level 4, from 25.5% to 14.4%, a decrease of 11.1%.

Three Year Trend Analysis of Grade 4 Performance
Grade 4-ALL Tested Students
Mathematics Performance on State Assessment

Year	Level 1	Level 2	Level 3	Level 4
------	---------	---------	---------	---------

	#	%	#	%	#	%	#	%
2010	6	5.6	39	36.4	45	42.1	17	15.9
2009	0	0.0	10	10.4	57	59.4	29	30.2
2008	5	5.1	12	12.2	63	64.6	18	18.4

Based on the above chart the following analysis was constructed.

The percentage of students not meeting the fourth grade promotional criteria has increased 5.6%, from 0.0% to 5.6%. Those students performing at Level 2 have increased from 10.4% to 36.4%, a rise of 26.0%. The percentage of students performing at Level 3 has decreased by

17.3%, from 59.4% to 42.1%. Also on the decline were those students performing at Level 4. This area saw a decrease of 14.3%, from 30.2% to 15.9%.

Three Year Trend Analysis of Grade 5 Performance
Grade 5-ALL Tested Students
Mathematics Performance on State Assessment

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	9	9.0	40	40.0	42	42.0	9	9.0
2009	0	0.0	8	8.6	54	58.1	31	33.3
2008	7	6.7	22	21.2	52	50.0	23	22.1

Based on the above chart the following analysis was constructed.

We have seen a marked increase in those fifth grade students who did not meet the promotional criteria for the school year 2009-2010. The percentage of students performing at Level 1 rose 9.0%, from 0.0% to 9.0%. Students who achieved a Level 2 increased from 8.6% to 40.0%, a rise of 31.4%. The percentage of students who attained a Level 3 decreased from 58.1% to 42.0%, a drop of 16.1%. Likewise those students achieving a Level 4 decreased from 33.3% to 9.0%, a drop of 24.3%.

We have had changes to our academic programs in both Literacy and Mathematics this year and so we attribute some of the loss in higher levels to the following.

1. We did not offer Leap Track assistance in either Literacy or Mathematics to any students due to budget cuts.
2. No additional support services were offered during the school day as our budget could not support the additional staff.
3. Our after school and Saturday supplemental programs were curtailed due to budget cuts.
4. Our ESL population increased from the school year 2008-2009 and more of our ESL students were beginners.

We feel that in the school year 2010-2011 we will be faced with additional tough decisions in planning our instruction because of the projected budget cuts. As we are allocated additional funding we will begin making decisions as to how best to meet the needs of our students. We are also expecting an increase, once again, in or ELL population. This will put a strain on their necessary instructional allotment as our staff is already stretched to the limit. We do not see that there will be any AIS personnel on staff for additional during the school day instruction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the

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.

Content Specific SMART Goals

Literacy SMART Goals

- 1. SMART Goal:** by June 2011, 88% of students in Grades K, 1 and 2 will have achieved a minimum of one year's growth as evidenced in the Teacher's College Reading Levels and the ECLAS-2 Assessment. We have chosen this goal because we feel that the Teacher's College Model paired with Foundations will address comprehension and word attack skills for this population.
- 2. SMART Goal:** by June 2011, the students in Grades 3, 4 and 5 will decrease performing at Level 1 by 1.5% and increase their performance at Levels 3 and 4 by 2.0% as measured by the New York State English Language Arts Assessment. We have chosen this goal because we feel that a steady and consistent growth in scores will provide our children with a more substantial base for continued progress.

Mathematics SMART Goals

- 3. SMART Goal:** by June 2011, 77% of students in Grades K, 1 and 2 will achieve a Level 3 on their report card based on their performance on the Everyday Math Unit Assessments of the core curriculum. We have chosen this goal because we feel that a hands on, well rounded and cyclical curriculum will benefit this population of students.
- 4. SMART Goal:** by June 2011, the students in Grades 3, 4 and 5 will decrease performing at Level 1 by 1.5% and increase their performance at Levels 3 and 4 by 2.0% as measured by the New York State Mathematics Assessment. We have chosen this goal because we feel our math program has helped and will continue to help improve the math skills of our children in Grades 3 through 5.

Non-Content SMART Goal

5. SMART Goal: by June 2011, parent attendance at PTA Meetings and Parent Workshops will increase by 6% as measured by the number of signatures collected prior to the start of meetings. We have chosen this goal because we feel that a concerted effort is being made on the part of the executive board of the PTA to increase attendance.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 88% of students in Grades K, 1 and 2 will have achieved a minimum of one year’s growth as evidenced in the Teacher’s College Reading Levels and the ECLAS-2 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>	<p>The literacy coach will continue to provide professional development in Guided Reading and the use of Running Records to support the efforts of the early childhood teacher. The literacy coach and more experienced teachers will provide demonstration lessons for teachers during the school day. The administration of the ECLAS-2 assessment will be conducted by an in-house team. This team will train one additional pedagogue to assist in administration. Foundations, a phonics based intervention program, will continue to be instructed in Grades K and 1 and be implemented in Grade 2.</p> <p>The data from the above mentioned sources will be housed in individual student portfolios, as well as classroom collection binders for easy access. This data will be monitored by the Literacy Coach and the administration on a regular basis. This data will form a basis for differentiated instruction.</p> <p>As a follow-up, teachers will share during common preps and monthly grade conferences. Data from these sources will be compared to find commonalities from which to plan instruction to meet the needs of the students.</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>Funding for substitutes/coverage of teachers-TL One Time Allocation Literacy Coach-TL Fair Student Funding Assistant Principal-Title 1 SWP/ TL Fair Student Funding Classroom Teachers/Tax Levy</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><u>Initial Indicator:</u> The most current data that is housed in the individual student portfolios, from the previous school year was forwarded to the present teacher for review. This provides the latest Running Record, conference notes, ECLAS-2 data, and writing samples/assessments. This forms a base for the initial assessment for the new school year.</p> <p><u>Ongoing Indicators:</u> Parents will be provided with a monthly communication as to their child's goals. Twice yearly, between report card periods, parents will receive a progress report for additional feedback on their child's performance. Prior to the distribution of these reports each child will be assessed with an appropriate running record as a standard measure of progress. Additional running records will be administered as the teacher deems appropriate. Each child's portfolio will contain his/her conference notes and small group instructional plan that is always flexible. The classroom collection binder is updated as children make progress and as assessment data becomes available. During weekly common preps teachers have the opportunity to meet and evaluate collected data and plan instruction accordingly.</p>

Subject/Area (where relevant):

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 77% of students in Grades K, 1, and 2 will achieve a Level 3 on their report cards based on their performance on the Everyday Math Unit Assessments of the core curriculum.</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>The Math Coach will provide professional development in Everyday Math as well as pacing calendars to support the efforts of the Early Childhood teachers. The Math Coach and more experienced teachers will provide demonstration lessons for teachers during the school day. Differentiated instruction will be provided to students based on teacher observations and assessments.</p> <p>The data from the above mentioned sources will be housed in individual student portfolios, as well as classroom collection binders for easy access. This data will be monitored by the Math Coach and the administration on a regular basis.</p> <p>As a follow-up, teachers will share during common preps and monthly grade conferences. Data from these sources will be compared to find</p>

	commonalities from which to plan instruction to meet the needs of the students.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Funding for substitutes/coverages for teachers—<i>TL One Time Allocation</i> Math Coach—<i>Title 1 SWP/Contract for Excellence</i> Assistant Principal—<i>Title 1 SWP/TL Fair Student Funding</i> <i>Classroom Teachers/Tax Levy</i>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<u>Initial Indicators:</u> The most current data that is housed in the individual student portfolios from the previous school year, was forwarded to the present teacher for review. This provides the latest Everyday Math data and portfolio pieces. This forms a base for the development of small groups for differentiated instruction. <u>Ongoing Indicators:</u> Twice yearly, between report card distributions, parents will be provided with a progress report for additional feedback on their child's performance. Prior to these reports being distributed children will be tested and new goals set for each individual child. Ongoing unit assessments will be administered at the completion of each instructed unit. Each child's portfolio will contain his/her conference notes and small

	<p>group instructional plan that is always flexible. Everyday Math Unit Test results will be sent home for parents as tests are completed. The classroom collection binder is updated as children make progress and as assessment data becomes available. During weekly common preps, teachers have the opportunity to meet and evaluate collected data and plan instruction accordingly.</p>
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Subject/Area (where relevant):

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the students in Grades 3, 4, and 5 will decrease performing at Level 1 by 1.5% and increase their performance at Levels 3 and 4 by 2.0% as measured by the NYS Mathematics 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>	<p>The Math Coach will provide professional development in Everyday Math as well as pacing calendars to support the efforts of teachers in Grades 3-5. The Math Coach and more experienced teachers will provide demonstration lessons for teachers during the school day. Differentiated instruction will be provided to students based on teacher observations and assessments. The children will engage in Acuity practice using laptops during the school day. Study Island, a computer program, will be continued this year in Grades 3-5.</p> <p>The data from the above mentioned sources will be housed in individual student portfolios as well as classroom collection binders for easy access. This data will be monitored by the Math Coach and the administration on a regular basis.</p> <p>As a follow-up, teachers will share during common preps and monthly grade conferences. Data from these sources will be compared to find commonalities from which to plan instruction to meet the needs of the students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding for substitutes/coverage of teachers—<i>TL One Time Allocation</i> Math Coach—<i>Title 1 SWP/Contract for Excellence</i> Assistant Principal—<i>Title 1 SWP/TL Fair Student Funding</i></p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial Indicators: The most current data that is housed in the individual student binders from the previous school year, was forwarded to the present teacher for review. This provides the latest Everyday Math data, portfolio pieces, and Acuity data. This forms a base for the development of small groups for differentiated instruction.</p> <p>Ongoing Indicators: A progress report is provided for parents twice yearly to provide additional feedback between the three report card periods. Prior to the distribution of these reports a unit assessment will be administered to ascertain the most current grades. Based upon achievement, small group[s] will be formed for additional instruction. The classroom collection binder is updated as children make progress and</p>

	<p>as assessment data (STM scores; ITA scores; Predictive scores) becomes available. During weekly common preps, teachers have the opportunity to meet and evaluate collected data and plan instruction accordingly.</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, parent attendance at PTA Meetings and Parent Workshops will increase by 7% as measured by the number of signatures collected at the door prior to the meeting.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The PTA Board will work in close collaboration with the Parent Coordinator to reach out to parents using a Parent Newsletter and a monthly calendar of school events.</p> <p>The PTA will distribute awards to acknowledge student accomplishments on a monthly basis and send invitation letters specifically to the parents of students being honored at the upcoming PTA meeting.</p> <p>The PTA will work in collaboration with school staff to organize events which draw parents and children to the school after hours to further build a sense of community between the above-mentioned groups.</p> <p>The PTA will work in collaboration with the Parent Coordinator and the Title 1 Committee to host workshops that address parent needs and concerns.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Parent Involvement—<i>Title 1 SWP</i></p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial Indicator: Attendance records for PTA attendance from previous school year is available, as well as the minutes from last year’s meetings. Ongoing Indicators: Attendance tallies will be maintained on a monthly basis and published in the PTA Newsletter to make parents aware of the value placed on their attendance at monthly PTA meetings.</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	0	0	N/A	N/A	0	0	0	0
1	12	0	N/A	N/A	0	0	1	0
2	12	0	N/A	N/A	3	0	1	0
3	24	12	N/A	N/A	5	0	2	0
4	24	12	0	0	1	0	1	0
5	24	12	0	0	3	0	2	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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>-Literacy Program; small group; Saturday -Early Childhood Literacy; small group; Saturday -Literacy After School; small group -Data Inquiry Students; Grades K-5; during school day -Foundations; K-2; during school day</p>
<p>Mathematics:</p>	<p>-Math After School; small group -Limited push-in provided by cluster teachers; during the school day; small group</p>
<p>Science:</p>	<p>-Science Push-in; Grade 2; during the school day -Small group instruction during Science Prep for at -risk students</p>
<p>Social Studies:</p>	<p>-Continuation of Understanding by Design (UBD) concentrated in the content area of Social Studies</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>-Small group counseling -Individual counseling</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>-Individual counseling</p>
<p>At-risk Health-related Services:</p>	<p>N/A</p>

**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 2	District 30	School Number 171	School Name Peter G. Van Alst
Principal Anne Bussel		Assistant Principal Ann DiLeo	
Coach Mirell Walden		Coach Laura Kavourias	
Teacher/Subject Area Diane Roos/ Special Education		Guidance Counselor Robin Roth	
Teacher/Subject Area Cathy Volpe/ ESL Teacher		Parent A. Beltran	
Teacher/Subject Area Anna Kruler/ ESL Teacher		Parent Coordinator D. Reyes	
Related Service Provider I. Spezia/ Resource Teacher		Other	
Network Leader Nancy DiMaggio		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	6	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	625	Total Number of ELLs	130	ELLs as Share of Total Student Population (%)	20.80%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see [tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The following is a description of the initial identification of students who may possibly be ELLs. During the admitting process, performed by the secretary, the ESL Coordinator is called to conduct an interview if the student speaks a language other than English (The ESL Coordinator is an ESL teacher providing push-in and pull-out ESL services.) The interview is conducted in English by the ESL Coordinator. A translator is available to conduct the interview in a language other than English. The ESL Coordinator analyzes the Home Language Identification Survey and conducts a short background interview with the student followed by a short interview with the parent. Based on the Home Language Identification Survey and interview the ESL Coordinator decides if the student is entitled for ELL testing. If the results of both the HLIS and interview show that a student speaks English, the student is placed in a general education program. However, if the results of the HLIS and interview show that the student is entitled for testing he/she is tested immediately by the ESL Coordinator with the LAB test. The second step is to analyze the LAB test. If the student receives a passing score he/she is placed in a general education program. The student receives a Non-Entitlement Letter, which must be signed by the parent or guardian. If the student does not have sufficient language skills he/she is placed in an ESL program (this is not necessarily the program the student will remain in). Prior to placing the student in the classroom the parent is informed of the student's test results. A date for a Parent Orientation is scheduled within 10 days of the admit date. Prior to the Parent Orientation the student is given an Entitlement Letter and written Invitation to the Parent Orientation.

If the student's home language is Spanish he/she is tested with the Spanish Lab by the Bilingual Resource Room Teacher. During the Parent Orientation, held by the ESL Coordinator, a video that discusses the three programs is shown in the native language. A translator is also available. The three programs are discussed in detail and information about the school is also provided. Parents have the opportunity to learn about the state tests their children will take during the year. Parents are given time to fill out the Parent Survey and Program Selection form. Based on the Parent Program Survey parents are instructed that P.S. 171 currently only has a Freestanding ESL Program due to the small number of parents requesting a Bilingual Program. Based on this information the parents either choose to transfer their child to a different school or have their child remain in a Freestanding ESL Program. If the parent chooses to keep the child in a Free Standing ESL program we ask the parent to sign the Placement Letter at the end of the Parent Orientation.

Students come to our school at different times of the school year. Often parents are not available during the day to attend the Parent Orientation Session. The ESL Coordinator tries to schedule a meeting with the parent for an Orientation Session, if this is not possible the ESL Coordinator briefly meets with the parent during morning drop-off or after school dismissal. During this short meeting the ESL Coordinator explains the difference between the three programs and answers any question the parent may have. A translator is available if needed. Once the parent is familiar with the three options he/she is asked to choose a program. Based on the parents' decision the student remains in a Freestanding ESL Program or the parent chooses to transfer the student. If the parent chooses the Freestanding ESL Program a Placement Letter is signed by the parent.

Students remain in a Freestanding ESL Program until they pass the NYSESLAT.

Each year in May the students, in all grades, are administered the NYSESLAT. The NYSESLAT is administered by either the ESL Coordinator or the ESL Certified Classroom teacher. The test always takes place in the Freestanding ESL classroom.

Each year based on the results of the NYSESLAT students either remain in a Freestanding ESL classroom or are transferred to a general education class.

2. As mentioned above, once the student is tested with the LAB-R and based on the results is entitled to ESL services the student is initially placed in a Freestanding ESL program. Within 10 days of the admit date a Parent Orientation Session is scheduled in the parents' native language. The student receives an Entitlement Letter and an Invitation to the Parent Orientation Session. During this session, held by the ESL Coordinator, parents are shown a DVD that discusses the three programs. This DVD is shown in the parents native language. Also, a translator is available in the room. After the parents have watched the DVD the ESL Coordinator discusses the programs in greater detail. The ESL Coordinator also informs the parents about the available programs. Additional information about the school and state tests are provided during the orientation. Ample time is allocated for parents to ask questions or discuss concerns. During the orientation parents are asked to fill out the Parent Survey and Program Selection form. If a sufficient number of parents do not check the Bilingual Program option parents are informed that a Bilingual Program will not be opened based on insufficient demand. Parents are also asked to sign a Placement Letter if the parent chooses to keep their child in a Freestanding ESL Program.

For parents who are unable to attend the scheduled Parent Orientation a brief meeting is requested during morning drop-off or after school dismissal. During this short meeting the ESL Coordinator and a translator explain the difference, advantages, and disadvantages of all three programs. The parent is given the opportunity to ask questions and time is allocated to discuss any concerns the parent may have. The parent is asked to fill out a Parent Survey and Program Selection form. The parent is informed

whether the school has a sufficient number of interested parents in a Bilingual Program. Parent is also asked to sign the Placement Letter.

We try to have all parents attend the Parent Orientation Session or at least the brief meeting with the ESL Coordinator. Unfortunately, not all parents can be reached during the day. For those parents who we have a difficulty getting in touch with we either try to schedule a phone call. If we are unsuccessful we try to send all information home with the student and wait for parents to reply. If we do not receive a reply the student remains in a Freestanding ESL program. The ESL Coordinator tries to meet with these parents at Parent Teacher Conferences in the afternoon and evening.

3. Our school tries very hard to make sure that all Entitlement Letters are not only distributed but also signed and returned. We send up to three copies home in order to ensure that all Entitlement Letters come back signed. As mentioned above parents are asked to fill out the Parent Survey and Program Selection forms during the Parent Orientation Session. This method guarantees that all parents who have attended the Parent Orientation Session have returned the Parent Survey and Program Selection form. If a parent does not attend a Parent Orientation Session and we are not able to reach the parent the student is placed in a Freestanding ESL Program because.

4. When a new student is admitted to our school the ESL Coordinator is called to conduct an interview. Based on the interview and Home Language Identification Survey the ESL Coordinator decides if the student is eligible for testing. If a student is eligible for testing he/she is immediately tested with the LAB-R. If a student's language abilities are not sufficient he/she is initially placed into a Freestanding ESL program. During the Parent Orientation Session the parent decides whether he/she wants their child to remain in a Freestanding ESL Program or moved to a Bilingual Program. Our school has never had a sufficient amount of parents to request a Bilingual Program. Parents do have the option to choose and based on the choices made by parents it is determined if a Bilingual Program needs to be opened. If a sufficient amount of people do not choose the Bilingual Program no such program is opened. Therefore, parents whose first choice was a program other than Freestanding ESL have the option of transferring their child to a different school. During the Parent Orientation Session parents watch a DVD explaining all three programs, the ESL Coordinator discusses the programs in great detail. For parents who are unable to attend the scheduled Parent Orientation Session short Parent Sessions are scheduled. We make sure that all parents have a full understanding of each program prior to making their choice.

5. Based on past years the Parent Survey and Program Selection forms show a clear trend can be noticed; the majority of Spanish speaking parents choose Freestanding ESL. Over the past two years (not including this year) only seven parents have requested a Bilingual Program. This year only one parent requested a Bilingual Program and after visiting the Freestanding ESL classroom the parent decided that it would be best for the child to remain in a Freestanding ESL Program.

6. The program models are aligned with parents' requests at P.S. 171. As mentioned above over the past three years only 8 parents have requested a program other than Freestanding ESL. This number is not sufficient to open a Bilingual Program. If a sufficient amount of parents request a Bilingual Program we will definitely open such a program.

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														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
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	13	11	12	19	17	15								87
Chinese						1								1
Russian														0

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
Bengali	1	3	3	1	5	4								17
Urdu	0	3	0	0	6	2								11
Arabic	1	1	0	3	1	2								8
Haitian														0
French			1	1		1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	2										3
TOTAL	15	18	17	26	29	25	0	130						

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.

1. At P.S. 171 we deliver instruction in many models; Self-Contained ESL classes, Push-in, and Pull-out services. All of our ESL classes are in the form of a block model program; students travel together. The block model is offered at each grade level. This block is heterogeneous; students of various proficiency levels are in one class.

2. All of our general education students are placed in self-contained ESL classrooms, in which they receive ESL services throughout the day. Also, available to these students are extra support periods provided by a licensed ESL teachers who pushes-in during literacy. In our ESL Self-Contained classrooms explicit ESL instructional minutes are delivered during the Literacy block, which consists of 50 minutes of reading and 50 minutes of writing from Monday through Thursday. Also explicit ESL instruction is delivered during an everyday Vocabulary block, which is also 50 minutes. Students in Self-Contained ESL classrooms receive 600 minutes of explicit ESL instruction (content area explicit ESL instruction is provided in addition to the 600 minutes).

Our Special Education students receive a mix of push-in and pull-out ESL services. All special education students regardless of English language proficiency receive 360 minutes of explicit ESL instruction. The ESL Coordinator or the part-time ESL teacher provides these services only during the literacy or vocabulary blocks. Each block is 50 minutes. Therefore, each special education ESL student receives seven periods of explicit ESL instructions weekly.

3. Each Friday instead of a literacy block our Self-Contained ESL students are offered two periods (100 minutes) of Social Studies. These content area lessons are designed to build vocabulary skills. Also, the materials are adjusted to students' individual language needs. This year our school started a Science Pilot Program. A licensed ESL teacher joins the 2nd grade ESL self-contained classroom and the Science Teacher. The ESL teacher works with advanced ESL students. Lessons are adapted so that students learn vocabulary and build both reading and writing skills.

Also, during the Literacy blocks students are provided with content area reading materials. We believe that regardless of English proficiency students should have knowledge of content area vocabulary and topics. Exposing students to content area passages not only builds vocabulary and knowledge but also builds their self-esteem because no matter how deficient their English is they can use their native language to illustrate their knowledge of a particular topic.

4. Differentiated Instruction for ELL subgroups

a. We currently do not have any SIFE students.

b. We provide various differentiated instruction methods for students who have been in the country for less than three years.

i. Newcomers

When newcomers enter our classrooms the first thing we do is pair them with a student who is almost proficient in English. We try to pair these students with a student whose native language is the same as the newcomers. We feel this makes the student more comfortable and less stressed.

ii. Students who have been in the country less than three years

1. Pair them up with a buddy who speaks the same native language

2. Create an individual learning plan

3. Provide additional ESL support through a push-in program

4. Place the student in strategy and skill groups based on need. Strategy and skill group materials are adjusted to the specific language needs of the students.

5. Offer after-school programs

6. Offer Saturday ESL Academy

7. Due to the NCLB requirement to test ELLs after one year we are providing all ELLs with 37 minutes of ELA test preparation from Monday through Thursday. We believe that allowing the students to become familiar and aware of the test will help them be better prepared. It will also create a less stressful environment during the test.

iii. Students receiving ESL services for 4 to 6 years.

1. Students who have been receiving ESL services for more than 4 years are immediately flagged in our school. We analyze why they did not test out and if there is a reason other than English language deficiency for them not being able to test out of ESL.

2. Students are placed in strategy groups, which address each student's individual language needs.

3. Students are provided with 37 minutes of test preparation instruction Monday-Thursday.

4. Students are offered after-school programs.

5. Students are offered the ESL Saturday Academy.

iv. We currently do not have any long-term ELLs.

v. ELLs with Special Needs

ELLs with special needs regardless of their English proficiency level receive 360 minutes of ESL explicit instruction weekly. When working with these students we focus on their strengths and try to build on them. We also look at what their needs are. The ESL teacher works with the special education teacher to develop an individual plan for each student. This plan focuses on vocabulary, reading, writing, and content area.

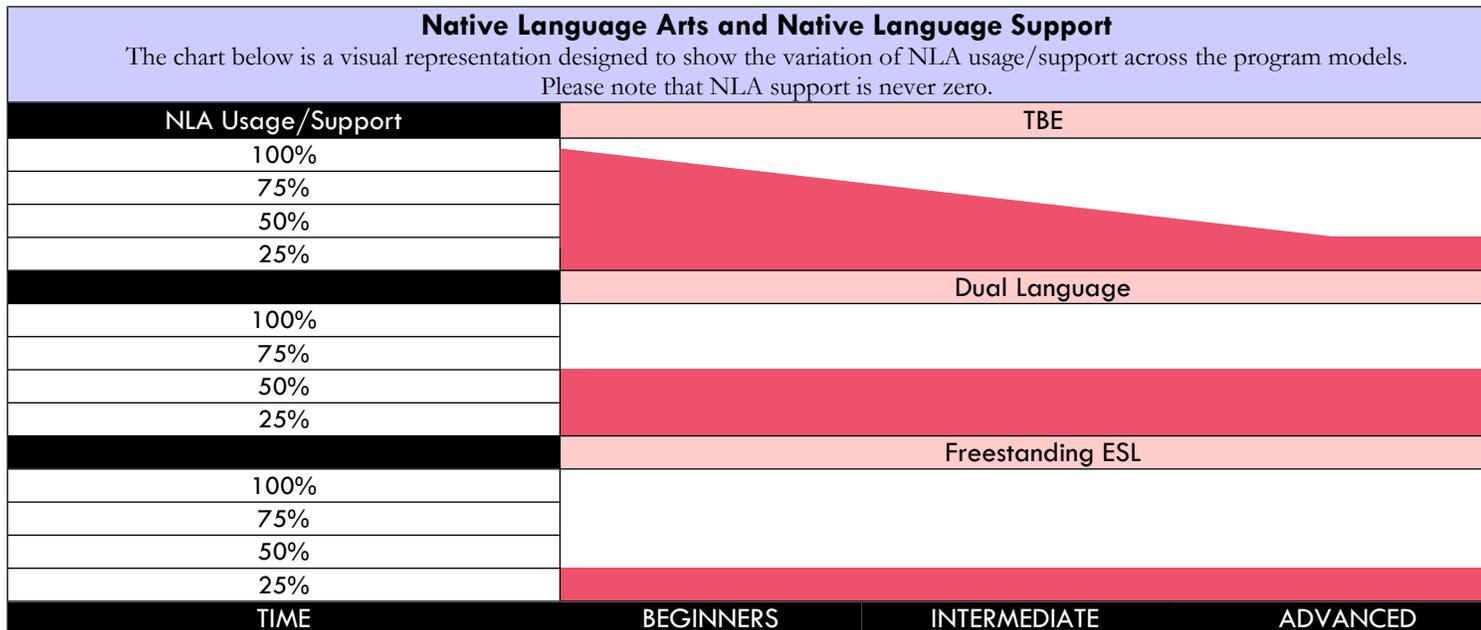
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
--	------------------	---------------------	-----------------

ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. Intervention programs for ELLs are as follows;

a. Foundations K-2

After analyzing the needs of our ESL students we have implemented the use of Foundations in grades K-2. Since all of our students need most help in reading and writing we felt that implementing this program in the early grades will help reduce reading and spelling failure in the future, especially in test taking grades. We have increased the amount of time ESL students spend working with this program from 30 minutes to 60 minutes daily. Teachers use this program during the language arts block to build alphabet awareness, phonological awareness, phonemic awareness, decoding skills, vocabulary, and fluency. Teachers use the other 30 minutes during writing workshop. The main focus of the additional 30 minutes is spelling. We believe that increasing the time will help students to be better prepared to read and write independently on grade level.

b. Intervention –support periods for grades 2-5

We also use Foundations for students who are new to the country in the upper grades. A certified ESL teacher or Literacy Coach provides support periods in ESL classrooms. In grades 2-5 a certified ESL teacher or Literacy Coach push-in for three additional periods a week and work with students who are new to the country and students who need extra support. The push-in ESL teacher or Literacy Coach use Foundations for the first 25 minutes to build students phonological/phonemic awareness, help with decoding, fluency, and spelling. Foundations is also used in third, fourth, and fifth grade to build basic vocabulary. The remaining 25 minutes are used to build reading and writing skills by focusing on themes. The push-in ESL teacher or Literacy Coach use the New Parade books to build reading comprehension and improve writing skills. Out of the three 25 minute blocks two are used for writing and one is used for reading. The reading block focuses on Guided Reading. During this time a small group of students reads about a specific theme. The theme is geared to the approximate instructional level of students and challenges students to think about the reading material using specific reading strategies. The ultimate goal is to help student become independent readers. The focus of the writing block is to have students respond to the themes they have studied during reading. We believe that if students read and listen to a wide variety of theme based literature they will be able to respond by writing stories rich in language with a variety of linguistic structures.

c. Intervention – Content-based ESL Grades 2-5

This year we have implemented Content-based ESL periods for Social Studies. We also started an ESL Science Pilot program fully in 2nd grade and partially in grades 3-5.

During Science a certified ESL teacher pushes-in for 50 minutes. We believe that providing this extra support in the content area will help build language acquisition. The content area curriculum is modified to accommodate students who are struggling with reading and writing. The ESL push-in teacher chooses content-area reading materials according to students' English proficiency. During this block students read authentic texts. Lessons are modified so that students use academic language. Writing is also integrated because it is purposeful and meaningful in context. Students respond to what they have read and learned about by writing a response at the end of each lesson, which builds conceptual learning. We also incorporate a grammar teaching point in every lesson.

d. Intervention –Inquiry Students

This year the Inquiry Team will focus on improving Language Acquisition and Reading Comprehension among ESL and Special Education

students. Our Inquiry students have been chosen based on their ELA and NYSESLAT performance. We have chosen students who are at the Intermediate level. These students will be provided with two support periods each week. One period will focus on language acquisition and one on reading comprehension. These students will be serviced by the Literacy Coach in 5th grade, and an ESL push-in teacher in 4th and 3rd grade. Each class will have five Inquiry Students. These students will be assessed frequently to monitor progress.

6. Once a student passes the NYSESLAT we continue to service the student for 2 more years. We believe that this extra support provides a gradual transition into a general education program.

7. As mentioned above we have started a Science Pilot program. We hope to expand this program in the upcoming year. Our goal is to provide ESL services during all content areas. We also aim to reexamine the content area curriculum and adjusted it to the different English proficiency groups represented by our students. We are also working on developing a theme based ESL Saturday Academy program. We believe that a theme based curriculum will improve students' vocabulary and will better prepare them for the NYSESLAT.

8. Due to budget cuts we were forced to discontinue the Leap Track program that was offered to our ESL students. We also had to cut out the number of extra support periods provided by the push-in ESL teacher. We also regret on having to stop the NYSESLAT preparation sessions in grades K-5.

9. All ESL students are invited to all after-school programs. ESL students are also invited to the ESL Saturday Academy Program. The after-school programs include technology, math, reading, and writing programs. We also offer an after-school homework help program. On Saturdays we offer a music, language arts, writing, and an ESL program. ESL students are only invited to the ESL programs on Saturdays.

10. We have a wide range of ESL materials available to our students;

Instructional Materials

1. On Our Way to English
2. Rigby
3. NYSESLAT & Beyond
4. Addison-Wesley ESL (Michael Walker)
5. New Parade (Longman)
6. Scott Foresman ESL
7. Amazing English
8. Prentice Hall Regents ESL
9. Starfall.com

Technology

1. Students have access to computers during the technology block, which is offered once a week.
2. New comers use the computers when they are placed in an ESL classroom to gain basic language skills.

11. Based on parents' demand of solely the Freestanding ESL program we do not offer native language support during the school day to our ESL students. However, many of our teachers speak the students' native language. This gives our students the possibility of communicating in students' native language prior to achieving English language proficiency.

12. Services and resources provided to ESL students correspond to both ELLs' ages and grade levels. All of the services and resources are based on students' needs.

13. Currently, we do not provide any activities to assist newly enrolled ELL students before the beginning of the school year. Activities are offered once students become part of an ESL classroom.

14. No language electives are currently offered at P.S. 171

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.

1. Professional Development Plan for all ELL personal at the school is as follows;

- a. NYSESLAT Workshops focus on what the NYSESLAT consists of, how it is graded, and any changes that have been made.
- b. Test Sophistication for the NYSESLAT Workshops instruct teachers on how to prepare ELL students for the NYSESLAT.
- c. Workshops that are provided to us by the IEC are turn-keyed to all teachers of ELLs.
- d. Various language workshops attended by the ESL Coordinator are also turn-keyed to all teachers of ELLs.

2. We provide our staff with the maximum assistance so they can better assist students in the transition from elementary to middle school. Our 5th grade teachers attend workshops at the local middle school where they learn about the various programs offered. Also, the guidance counselor assists students and teachers in the application process for middle schools. We also try to arrange middle school teacher to come in and have an open discussion with our students about the expectations in middle school.

3. Our ESL teachers attend many workshops that pertain to the ESL program and needs of ESL students. The 7.5 minimum hours of ELL training is provided at our school as discussed in question 1.

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?

1. We pay a great deal of attention to parent involvement at P.S. 171. Parents are part of the School Leadership group, Family Room, and PTA meetings. Parents play a big role in various school events throughout the year. Parents are also a big part of Title 1 programs. We depend greatly on the help offered to us by our parents. Many of these parents are the parents of our ESL students.

2. The school partners up with many Community Based Organizations to provide workshops for parents. Below is a list of the organizations;

- a. URDA
- b. Comissioner of Human Rights
- c. Good Will
- d. Boys and Girls Club
- e. FDNY
- f. NYPD

Examples of topics of focus are human rights, after-school programs, community programs, CPR, and child safety.

3. In previous years the Parent Coordinator had sent out a survey. The goal of this survey was for parents to voice their needs and expectations. Unfortunately, not many surveys were returned. Therefore, for the past two years the Parent Coordinator sends out invitations to the various workshops and during the workshops conducts an oral survey of parents' needs and expectations. This method of conducting the survey has proved to be successful.

4. Each year our parents request ESL workshops for themselves. These ESL classes are provided in our school in the Family Room. Also, each year our parents request activities during which both the parents and students spend quality time. As a result of this request we have implemented after-school events that allow families to come together and be a part of a learning experience, one example of such an event is "PJ and a Book."

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)	5													5
Intermediate(I)	5		1	1										7
Advanced (A)	5													5
Total	15	0	1	1	0	0	0	0	0	0	0	0	0	17

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	12	3	0	26
4	3	18	1	0	22
5	9	4	5	1	19
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		19		3		0		30
4	2		14		12		0		28
5	3		9		12		0		24
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	2		10		13		1		26
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	6		5		11		0		22
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				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.

1. We are very serious about assessing our students early so that we can provide them with the services they need to become successful. We look at both ECLAS-2 and Foundation assessment tools to decide what the needs of our students are. Over the past years the data clearly shows that our ELLs need most help in reading and writing. This information helps us to develop additional programs during the day. Examples of such programs include; additional support periods in reading and writing, increased time students spend on working with Foundations from 30 to 60 minutes.

2. By looking at the data patterns across proficiency levels on the LAB-R and NYSESLAT it is clear to see that our students have most difficulty with writing. Our students speaking and listening skills are sufficient however; reading and writing seem to be our students' weakest areas.

3. After analyzing patterns across NYSESLAT modalities skill groups are built based on students' needs.

4. Discussed below;

- After examining the results it is clear that writing and reading are our students' weakest areas. Our students take tests only in English therefore native language is not considered.

Language Allocation Policy Meeting

September 15, 2010
Room 311

AGENDA

1. Welcome and Greetings
2. Discuss new layout of LAP
3. Work with 2010 Data
 - a. NYSESLAT
 - b. ELA
 - c. Math
 - d. Science
 - e. Social Studies
4. Discuss newly enrolled ELLs
5. Questions and Concerns

Questions

Language Allocation Policy Meeting Minutes

September 15, 2010

Room 311

NOTES

1. Welcome

Discussion of the Language Allocation Policy Team.

2. Discussion of the Language Allocation Policy

The team became familiar with the LAP.

3. Working with 2010 Data

All team members were given the results of the NYSESLAT, ELA, Math, Science, and Social Studies. Members were asked to look for patterns. All team members reported noticing that ELLs need support mainly in reading and writing.

4. Discussion of newly enrolled ELLs

We focused on the number of ELLs that have not passed the LAB-R and prepared all testing materials for the ELLs that still need testing.

4. Questions and Concerns

None

Language Allocation Policy Meeting

September 29, 2010
Room 311

AGENDA

6. Welcome
7. Discuss Results of 2010 Data
 - a. NYSESLAT
 - b. ELA
 - c. Math
 - d. Science
 - e. Social Studies
8. Discuss LAB-R scores
9. Discuss Number of Newly Identified ELLs
 - a. ESL Program Availability
10. Questions and Concerns

Questions

Language Allocation Policy Meeting Minutes

September 29, 2010
Room 311

NOTES

5. Welcome

- a. Reading of minutes from the last meeting.

6. Discussion of 2010 Data Results

We looked at the NYSESLAT, ELA, Math, Science, and Social Studies to see how our ELLs did. We compared their scores to the scores of non-ELLs. It was clear to see that our ELLs lack grade appropriate reading and writing skills.

7. Discussion of LAB-R scores

The main focus was to familiarize ourselves with the LAB-R and the Cut Scores. We also identified the number of students eligible for the test.

8. Discussion of the Number of Newly Identified ELLs

We have prepared the number of ELLs who are eligible to take the LAB-R. Based on this number we discussed the programs that might become available depending on the number of students who will be ELLs and parent choices on the Program Selection form.

9. Questions and Concerns

The main concern was to test newly identified students and meet with parents so that ample time is available in the event of opening a new program.

10. Next Steps

- a. Analyze the Data and Complete the LAP
- b. Discuss Programs Available
 - i. Focus on types of services and interventions

c. Discuss Parent Involvement

Language Allocation Policy Meeting

October 13, 2010
Room 311

AGENDA

11. Welcome
12. Discuss ELLs in the Building
 - a. Self-Contained Classrooms
 - b. Push-in and Pull-out Services
 - c. Interventions
 - d. Support
 - e. Additional Resources
13. Discuss Special Education ELLs
 - a. Resources and Interventions
14. Discuss Parent Involvement
15. Discuss Ways of Improving Communication with Parents
16. Discuss Results of Parent Survey and Program Selection forms
 - a. ESL Program Availability
17. Questions and Concerns

Questions

Language Allocation Policy Meeting Minutes

October 13, 2010

Room 311

NOTES

11. Welcome

- a. Reading of minutes from the last meeting.

12. Discussion of ELLs in the Building

Based on the number of ELLs in the we will be providing the following ELL services:

- Self-Contained classrooms on each grade level
- Push-in and Pull-out services for Special Education ELLs
- Push-in ESL Support periods
- Push-in ESL Content periods
- Interventions; Foundations, Content ESL, Support Blocks

13. Discussion of Special Education ELLs

Push-in services will be provided to our Special Education ELLs based on the NYSESLAT scores. Special Education ELLs will be invited to all After-School Programs and to the ESL Saturday Academy.

14. Discussion of Parent Involvement

We discussed methods of reaching out to parents and availability of resources.

15. Discussion of Improving Communication with Parents

The main focus of this discussion is to focus on previous unsuccessful methods of communicating with parents and trying to find a method that would work. One idea was to have the ESL Coordinator meet outside the school, with the parents who could not attend the Parent Orientation Session, and inform them of the three different programs and have them complete all required paperwork.

16. Discussion of Parent Survey and Program Selection forms

After reviewing the Program Selection forms we did not receive sufficient amount of requests for a Bilingual Program.

17. Questions and Concerns

None

Language Allocation Policy Meeting

October 28, 2010
Room 311

AGENDA

18. Welcome
19. Discuss Newly Implemented Programs and Interventions
20. Discuss Ideas for Next Year
21. Discuss Completed Language Allocation Policy
 - a. Final Corrections

Questions

Language Allocation Policy Meeting Minutes

October 28, 2010

Room 311

NOTES

18. Welcome

a. Reading of minutes from the last meeting.

19. Discussion of Newly Implemented Programs and Interventions

The introduction of content-based ESL seems to be working very well in Science and Social Studies. Based on two sessions we can see that students are at ease when provided with a text that suits their reading needs. Students are also very excited that they are able to talk about the topic without being proficient in English.

20. Discussion of Ideas for Next Year

We believe that ELLs would benefit from extra support periods (a licensed ESL teacher joins the ESL class teacher). This allows for more conferencing and monitoring of each student. Also, next year we would like to build upon the newly implemented content-based ESL periods.

21. Discussion of Completed Language Allocation Policy

We have read the completed Language Allocation Policy and made final corrections.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
A. BUSSEL	Principal	<i>Anne Bussel</i>	10/26/10
A. DILEO	Assistant Principal	<i>Ann Di Leo</i>	10/26/10
D. REYES	Parent Coordinator	<i>D. Reyes</i>	10/26/10
A. KRULER	ESL Teacher	<i>A. Kruler</i>	10/26/10
A. BELTRAN	Parent	<i>A. Beltran</i>	10/26/10
D. ROOS	Teacher/Subject Area SE	<i>Diane Roos</i>	10/26/10
C. VOLPE	Teacher/Subject Area ESL		10/26/10
M. WALDEN	Coach	<i>M. Walden</i>	10/26/10
L. KAVOURIAS	Coach	<i>L. Kavourias</i>	10/26/10
R. ROTH	Guidance Counselor	<i>Robin Roth</i>	10/26/10
N. DIMAGGIO	Network Leader		10/26/10
	Other _____		

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.
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.

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.
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.
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>.
4. <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description
P.S. 171 Peter Van Alst

P.S. 171Q is located in Long Island City, Queens, New York. This Pre K to Fifth Grade School serves a population of approximately 655 students from culturally diverse backgrounds. For the 2010-2011 school year P.S.171Q plans to continue an ESL push-in program in CTT classrooms in Grades K-5. Implemented for the sixth year are self-contained ELL classes in Grades K-5. Currently, our ESL program services 155 students in grades K-5.

The following is a breakdown of the number of ELLs by grade level.

K-20 students	1-27 students	2-26 students
3-31 students	4-28 students	5-23 students

One hundred four of our students' native language is Spanish, eighteen speak Urdu, eighteen Bengali, eight speak Arabic, one speaks Greek, one speaks French, one speaks Yugoslavian, and one speaks Chinese. The following is a breakdown of students according to proficiency level.

Beginner-62	Intermediate-59	Advanced-34
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We have one full-time fully certified ESL push-in, one part-time fully certified ESL push-in teacher, and three common branch teachers certified in ESL through the ITI Program providing ESL services in self-contained ESL classrooms (Grades K, 1 and 5). All students are provided with differentiated instruction to meet and exceed City and State learning and performance standards.

. This year we are following the "push-in" model where the certified ESL teacher goes into CTT classrooms in grade two, three and four during the school day to provide academic subject area instruction. We make it a priority to push in during the literacy block. When this is not possible, we push in during other content area instruction periods. 83.2% of our ELLs population is placed in self-contained ESL classrooms and the remaining 16.8% are serviced by a push-in teacher.

Students are also provided with the opportunity to participate in the ESL Saturday Academy Program. This program is administered for 20 weeks from 8:30 until 11:30am. During this time we use the Rigby Program called "On Our Way to English." This is an English only program that we have used before and have had success with. It particularly targets beginning students and has a strong focus on teaching content area through thematic units. All ESL students in grades two through five stay for extended day. The school also provides an after-school Literacy program for Grades 3, 4 and 5.

The ESL teacher uses a lot of modeling during instruction. Before students are sent to work independently, the teacher models what is expected of the students, and then has the students model for their peers until the teacher is confident that the majority of students understand the task. Students who need more scaffolding will be identified and receive more explicit instruction.

The PTA holds ESL classes for parents. These classes provide the parents of ELL students with the opportunity to learn English. Also, during these classes parents learn about standards and assessments. The ESL coordinator sets up multiple meetings with parents during the school year to discuss placement opportunities for new comers.

At P.S. 171Q, we provide self-contained ESL classrooms in grades K-5 and an ESL push-in program for our Special Education students. We provide all of our instruction in English; we do not have any native language instruction. Our Beginner and Intermediate level students receive a minimum of 360 minutes each week of ESL instruction. Advanced students receive a minimum of 180 minutes each week. In each classroom the ESL teachers work with the classroom teachers and strive to create a well-balanced, cohesive environment for the ELLs.

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:	\$437,387	\$7,206	\$444,593
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,373	0	\$4,373
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,278	*	
4. Enter the anticipated 10% set-aside for Professional Development:	Waiting to be allocated	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.
 - Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.
 - PS 171, in compliance with the Title 1/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. PS 171's policy is designed to keep parents informed by actively involving them in planning and decision making. Parents are encouraged to participate on School Leadership Teams and Parent Teacher Associations. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as a whole.
 - The policy includes parents of general education, English Language Learners, and special needs children.
 - The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title 1/PCEN Parent Involvement Program.

In developing the PS 171 Parent Involvement Policy, members of the PS 171 PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and surveyed its members for additional input. To increase parent involvement, PS 171 will:

- *actively involve parents in planning, reviewing and improving the funded program and parental involvement policy of the school
- *support committees that include parents such as the School Leadership Team and the Parent Teacher Association and provide technical support when needed
- *maintain parent coordinator's Title 1 funds to serve as a liaison between the school and parent communities. The parent coordinator, will provide parent workshops based on the assessed needs of the parents at the school site. These may include parenting skills, ESL and curriculum based workshops, health and nutrition workshops to build parents' capacity to help their children at home.
- *encourage parents to respond to school surveys and questionnaires.
- *share family culture, values, and parenting practices through a multi-cultural feast
- *provide events for parents and children to socialize and build a stronger school community
- *provide written translations as needed
- *provide resources through a lending library housed in the parent coordinator's office

PS 171 will encourage more school level parental involvement by:

- *holding annual curriculum workshops for parents
- *maintaining parent participation on our School Leadership Team
- *encouraging parents to become trained volunteers through Learning Leaders
- *providing written and verbal reports periodically to parents to keep them abreast of their child's progress

PS 171 will post copies of the Parent Involvement Policy in the parent coordinator's office, the family room and the PTA room. A distribution of this policy will take place on or about February 1, 2011.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the

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.

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-PARENT COMPACT

PS 171 and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

PS 171 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 as follows:

PS 171 will provide high quality curriculum and instruction by adhering to the New York City unified curriculum, and the new Core Curriculum Standards, providing ongoing professional development for its instructors, providing a consistent tracking system to better keep a breast of individual student's needs, by providing time for the literacy and math coaches to meet the staff for support, and by having the administrative staff maintain an ongoing system of observation.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

PS 171 will hold a 'Meet the Teacher' afternoon in the beginning of October and Parent-Teacher Conferences in November and March.

3. Provide parents with frequent reports on their children's progress.

PS 171 will provide unit updates in writing, to parents noting their child's goals for the unit, strengths and weaknesses, and how the school plans to address the weaknesses.

4. Provide parents reasonable access to staff.

The instructors at PS 171 are available to meet with parents during their preparation periods, lunch, and, when needed, before and after school hours. The administrative staff is available from 6:30am until approximately 4:30pm each day.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

PS 171 supports the Learning Leaders program that trains classroom volunteers. We host open school week during the month of November. If a parent requests to observe their child's class an appointment is set for him/her to do so.

PARENT RESPONSIBILITIES

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

- *monitoring attendance
- *making sure that homework is completed
- *monitoring the amount of television their children watch
- *volunteering in my child's classroom
- *participating, as appropriate, in decisions relating to my child's education
- *promoting positive use of my child's extracurricular time
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school district either received by my child or by mail; and responding as appropriate
- *serving, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the School's Improvement Team, the Title 1 Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other advisory or policy groups.

OPTIONAL ADDITIONAL PROVISIONS

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

- *do our homework everyday and ask for help when needed
- *read at least 20 minutes everyday outside of school time
- *give our parents or the adult who is responsible for our welfare all notices and information received by us from school everyday

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

PS 171 will track individual student progress noting areas of need and providing academic intervention services, as well as differentiated instruction where needed. We will also provide supplemental after school and Saturday programs to those at-risk, special education students, and ELLs. These will be dependent on available funding.

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

See #1 above. PS 171 will participate in a summer school program for those who failed to meet their promotional criteria. We will also invite our ELL students to summer school.

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.

3. 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.

See # 1.

4. Schoolwide reform strategies that:

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

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.
- o Are consistent with and are designed to implement State and local improvement, if any.

PS 171 will provide a top class in Grades 1 through 5. We will also continue to enrich our curriculum with art and music. For the school year 2010-2011 we will dedicate a room on the first floor as a lower grade desktop computer lab (Grades K-2) to be used by classroom teachers and their students. We will also dedicate a room on the second floor as an upper grade (3-5) laptop computer lab to be used by teachers and their students. We will continue to offer at-risk counseling where needed. Ps 171 will continue to adhere to the NYC unified curriculum in both Literacy and Mathematics, as well as the new Core Curriculum Standards.

5. Instruction by highly qualified staff.

PS 171 will strive to maintain their highly qualified instructors and support them with ongoing appropriate professional development to further their expertise.

6. 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.

In addition to providing in-house professional development, PS 171 will continue to participate in workshops provided by our Local Support Organization. We will continue to provide ongoing parent workshops in the academic and familial areas.

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

It has always been our policy, and will continue to be so, that we interview thoroughly all those applying for positions at PS 171. We will also seek to have preferred candidates perform a demonstration lesson providing us with an opportunity to view the applicant's writing skills, as well as his/her interactions with our children.

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

PS 171 will continue to provide a Pre-K family room , monthly workshops, library access, and social activities for parents and their children that promote literacy, i.e., PJ's and a Book Night; Summer Reading Celebration.

9. 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.

PS 171 is fortunate to host a PreK Program in its building. Therefore, many of our Kindergarten children are already well acquainted with us. In addition, we have a full size family room by a part-time social worker who helps parents and children adjust.

10. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Grade level meetings will continue to be held on a monthly basis during common preps and facilitated by our coaches. In addition, our coaches are available to meet with individual children to assess them and then confer with the teachers.

11. 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.

Due to the budget constraints for 2010-2011, we will no longer be able to provide AIS pedagogues during the school day. We are hoping that funding will be available to assist at-risk students in after school and/or Saturday programs.

12. 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.

We are hoping to have a SAPIS worker on staff for 2010-2011, at least on a part time basis.

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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			\$437,387	✓	19; 21; 23
Title I, Part A (ARRA)	Federal	✓			\$7,206	✓	24
Title II, Part A	Federal	✓			\$220,511	✓	28
Title III, Part A	Federal	✓			\$22,980	✓	35
Title IV	Federal	✓			\$0		
IDEA	Federal	✓			\$48,089	✓	28
Tax Levy	Local	✓			\$3,719,839	✓	20; 22; 28

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.
The coaches and the assistant principal will work on amending the classroom data collection binders to better focus on each individual student's needs and therefore be better able to address those needs in strategy groups.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
The coaches will work with all classroom teachers. They will offer support and perform demonstration lessons where and when needed. Monthly grade level meetings will be conducted for all grades on common preps.

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;

-
- 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.

PS 171 holds its' extended time in the mornings for students in Grades one through 5. During this time small group instruction is offered to all who attend. We adhere to the workshop model in reading and writing and follow everyday Mathematics as prescribed by NYC. We house upper and lower grade science rooms to allow for hands on instruction and we follow the Understanding by Design program in social studies that allows for an in depth study of grade level appropriate topics. Our building also provides a dedicated art room and a fully equipped music room. Our school library will be undergoing a major renovation this coming summer in preparation for the new school year. Wherever possible related services are provided outside of academic instruction.

4. Coordinate with and support the regular educational program;

All our classes use the same academic materials providing for consistent instruction. Methodologies differ based on need. All supplemental programs support standard curriculum. Our computer lab and library are rooms of reference, as well as instruction. In addition, as of September 2010, we will now house active computer labs on each floor.

5. Provide instruction by highly qualified teachers;

Our teachers are fully licensed in the area in which they teach. We also have a fully licensed librarian and music teacher.

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

Our teachers are provided with ongoing professional development, not only in the academic areas, but also in data collection, organizing small groups for differentiated instruction, creating curriculum, etc. We also have personnel who attend outside workshops and then turnkey the information gathered. Parent workshops are ongoing. They include both academic and health related issues. We also offer ESL classes for our parents.

7. Provide strategies to increase parental involvement;

We hope that our Title 1 Parent Involvement Committee will, once again host nightly activities as a source of bringing families together. This, in conjunction with PTA activities provided extra opportunities for parents to be more involved in our community.

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

Wherever possible we will strive to integrate the various funded programs to best facilitate our school community.

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: _____ **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.
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.

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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: 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.)
We presently have one student in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
During the current school year we have offered counseling to the student and an open door policy for the mom for whenever she needs assistance. The parent co-ordinator keeps in contact with the parent offering support when needed.

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. 171 Peter G. Van Alst					
District:	30	DBN:	30Q171	School		343000010171

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	77	58	54		92.4	93.1	92.5
Kindergarten	87	94	82				
Grade 1	86	97	92	Student Stability - % of Enrollment:			
Grade 2	109	87	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	99	106	89		94.6	92.2	92.5
Grade 4	98	105	104				
Grade 5	95	99	112	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		93.4	94.6	94.6
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		8	32	62
Grade 12	0	0	0				
Ungraded	0	4	3	Recent Immigrants - Total Number:			
Total	651	650	621	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	1	0

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	10	12	9	Principal Suspensions	4	4	2
# in Collaborative Team Teaching (CTT) Classes	74	61	67	Superintendent Suspensions	4	6	2
Number all others	24	22	27				

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	65	63	55
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	18	9
# receiving ESL services only	98	130	TBD				
# ELLs with IEPs	9	23	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	1	7

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	95.4	87.3	100.0
				% more than 2 years teaching in this school	78.5	79.4	92.7
				% more than 5 years teaching anywhere	72.3	73.0	87.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	92.0	90.9
American Indian or Alaska Native	0.0	0.2	0.2	% core classes taught by "highly qualified" teachers	98.9	86.2	93.3
Black or African American	17.7	18.9	18.0				
Hispanic or Latino	47.3	46.6	50.6				
Asian or Native Hawaiian/Other Pacific	24.7	23.8	22.9				
White	10.3	10.5	8.2				
Male	48.5	50.3	50.9				
Female	51.5	49.7	49.1				

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

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

Individual Subject/Area AYP Outcomes:

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

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

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	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	25.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	14.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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