



**Department of
Education**

Dennis M. Walcott, Chancellor



**PS 17Q
2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: THE HENRY DAVID THOREAU SCHOOL

DBN: 30Q017

PRINCIPAL: EMAIL: CDICKMA@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. PHILIP A. COMPOSTO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Cynthia Dickman	*Principal or Designee	
Bridget Pellegrini	*UFT Chapter Leader or Designee	
Peggy Carrasco	*PA/PTA President or Designated Co-President	
Paige Benson	Member/UFT/SLT Secretary	
Erin Laird	Member/UFT/SLT Chairperson	
	Member/PA Vacancy	
	Member/UFT Vacancy	

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, 90% of Students with Disabilities (SWDs) (38 out of 42 students) and English Language Learners (ELLs) (53 out of 58) who in Grade 3 are at-risk and who in Grade 4 and 5 did not meet 2010-2011 Adequate Yearly Progress (AYP) in English Language Arts (ELA), will make one and a half years progress (on average 4-6 Levels) on their Reading Levels based on their September 2011 Reading Levels.

Comprehensive Needs Assessment

According to the results of the 2011 New York State English Language Arts (NYS ELA) assessment as well as the 2011 School Progress Report, our SWD and ELL subgroups did not make AYP in ELA; therefore we have made this a priority goal for the school year.

Instructional Strategies/Activities

Professional Development: Professional Development aligned with Common Core Learning Standards (CCLS) will be given during teacher team meetings, common planning periods, grade conferences, faculty conferences, outside professional development workshops, seminars, and network events through Children's First Network (CFN) 410 on the following topics:

- Interim ELA assessments to monitor and revise curriculum
- Use of rubrics with the language of the CCLS to provide specific feedback to students regarding their work
- Use of student data to plan and set goals
- Further development of inquiry as teacher teams use case studies and data to inform differentiated lesson plans
- Research based technology programs such as iReady and Orchard will be used to provide additional practice
- Training for efficient use of the computer lab to ensure that the incorporation of technology and the ELA curriculum are done in the most efficient way possible
- Strategies to meet the needs of target students
- Assessing the academic needs of SWDs and ELLs

The information from these sessions will be turn-keyed and shared with the staff.

Target Populations

- Students with Disabilities
- English Language Learners
- Teachers of SWDs and ELLs

Responsible Staff Members

- Principal
- Assistant Principals
- Staff Developers (internal and external)
- Data Specialist
- English as a Second Language (ESL) Coordinator
- Coach
- Teachers

Assessment of Target Population

- Teachers will use Acuity and Teachers College Reading and Writing Project (TCRWP) assessments to analyze areas of weakness for SWDs and ELLs
- Teachers will analyze student data (conferences, running records, Acuity, TCRWP assessments)

Initial Indicator - September 2011

- A baseline of students' current abilities will be established based upon their reading level as indicated in Achievement Reporting and Innovation System (ARIS) and Assessment Pro from students' current classroom teachers from the 2011-2012 school years
- Teachers will continue to record informal assessment data through teacher observations and one-to-one conferences
- Teachers will collaborate with former teachers, ESL Coordinator, Educational Paraprofessionals, S.E.T.S.S. Teacher and Coach in an effort to meet/communicate students' needs

Midterm Progress Points – October 2011, January 2012 and March 2012

- Teachers will administer, share and analyze the data from the first, second and third administration of the Fountas & Pinnell running record assessments along with running records completed in between benchmarks
- Teachers will enter data into the online assessment tool, Assessment Pro, and then they will discuss specific strategies and next steps at common planning, teacher team meetings and grade conference meetings
- Instructional cabinet members and Teachers College (TC) staff developers will analyze data from Assessment Pro. They will develop and record action plans and share them with classroom teachers responsible for servicing identified students
- Teachers will collect Monitoring for Reading Progress Fountas & Pinnell (TC Assessment) data quarterly in Grades 3-5 to ensure that students are moving up at least one reading level per assessment period
- Administrators will collect the conferring data records of teachers to ensure teachers are supporting students both as independent readers and during small group instruction
- Running record reading levels will be entered quarterly into Assessment Pro by teachers
- Teacher teams will analyze running records of target students through year-long inquiry studies
- After periodically monitoring the effectiveness of the strategies and differentiated lessons, staff will change and implement strategies in accordance with the data collected

- Teachers will elect their classrooms as Teachers College model classrooms and lab sites. These classroom teachers will also participate in Teachers College in-house professional development with the Teachers College staff developers
- Teacher leaders will play a role in the grade meetings, by planning the content in alignment with the TC work with the support of the staff developer and hosting each meeting in their environment in order to share their systems and best practices with the grade. These lab site teachers will bring the data of their targeted students to these meetings (reading logs, writing notebooks, post-its, charts, etc.) and guide the conversation centered on the targeted students' progress. They will share how they are accountable for differentiating instruction and implementing the units of study. As teacher leaders begin to take on the job of leading the conversation around the TC work, they will become more comfortable modeling their own learning and the growing achievement of their students will raise the bar of expectations for all the students in the PS 17 community

Final Progress Point –June 2012

- Teachers will reevaluate their process and evaluate Students with Disabilities and English Language Learners' progress towards increasing their performance towards achieving grade level benchmarks as it relates to running record assessment levels.
- Teachers will compare the September 2011 baseline results to the June 2012 results to ascertain what percentage of children actually achieved grade level benchmarks

Steps for Including Teachers in the Decision-Making Process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments
- Periodic Assessment Dates: November 2011, January 2012, March 2012
- Teachers will have the opportunity to meet with support staff once a week for assistance in planning Reading and Writing curriculum
- Teachers will work collaboratively with SWD support staff for assistance in aligning the Reading and Writing curriculum with the Common Core Standards
- The Coach will work collaboratively with classroom teachers to ascertain the weaknesses that are most evident across the SWD and ELL target population
- Teachers will incorporate Reading and Writing projects (that involve art) into their weekly schedule to support differentiated instruction
- Teachers will utilize outside resources (examples: iReady, Orchard Now) to align homework assignments more adequately when assignments are not deemed as efficient in supporting weaknesses
- Teachers will create weekly schedules that allow all students access to technological resources (such as iReady and Orchard) a minimum of three times a week
- Teachers will administer, share and analyze the data from the Reading and Writing Assessments, iReady ELA Assessments and Orchard ELA Assessments
- Staff members will participate in Teachers College Professional Development (PD). The instructional components of this PD are all research based
- Teachers will collaborate with former teachers, ESL Coordinator, Educational Paraprofessionals, S.E.T.S.S. Teacher and Coach in an effort to meet/communicate students' needs

Implementation Timeline

- September 2011-June 2012

Strategies to Increase Parental Involvement

- P.S. 17 will host free ESL classes for parents/guardians
- P.S. 17 will provide parents/guardians with the information and training needed to effectively become involved in planning and decision making to support the education of their children
- P.S. 17 will foster a caring and effective home-school partnership to ensure that parents/guardians can effectively support and monitor their child's progress
- P.S. 17 will provide assistance to parents/guardians in understanding the CCLS and city and state assessments
- P.S. 17 will share information about school and parent/guardian-related programs, meetings and other activities in a format, and in languages that parents/guardians can understand through a monthly calendar. The calendar is provided both in hard copy and on the school's website
- P.S. 17 will provide professional development opportunities for school staff with the assistance of parents/guardians to improve outreach, communication skills and cultural competency in order to build stronger ties between parents/guardians and other members of our school community
- P.S. 17 will provide free computer classes for parents/guardians
- P.S. 17 will host weekly parent/guardian workshops
- Parents/guardians will be invited to monthly publishing parties
- Parents/guardians will be offered the opportunity to be Literacy Partners through Teachers College

Strategies for Attracting Highly Qualified Teachers (HQT)

- At this time, all of our staff members are Highly Qualified Teachers with all required documentation
- When looking for new teachers, the following are utilized:
 - Job Fairs
 - Colleague Recommendations/Referrals
 - Interviewing candidates from open market/excessing
 - Resumes sent by colleges and universities
- In order to ensure that teachers remain highly qualified, teachers are updated with best practices and mentors are assigned to new teachers or to teachers who may need extra support

Service and Program Coordination

- The school has established an Early Bird Reading Program in collaboration with NY Cares that focuses on specific skills identified by classroom teachers as being weaknesses for the target populations
- SES Programs are offered to target populations for ELA support
- Service providers will collaborate with classroom teachers to address the ELA needs of the target populations, utilizing activities to support these weaknesses during their sessions with students

Budget and Resources Alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs
- Teacher per session
- Supervisor per session

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, 90% (35 of 38 students) of SWDs in 3rd, 4th and 5th Grades, who in Grade 3 are at-risk and who in Grade 4 and 5 scored at Levels 1 and 2 on the 2011 Mathematics Assessment, will exhibit that they are meeting grade level standards in Mathematics skills (Addition, Subtraction, Multiplication, and Division) based on gains from September to June on Everyday Math Unit Assessment.

Comprehensive Needs Assessment

According to the results of the 2011 NYS Mathematics assessment as well as the 2011 School Progress Report, our SWD subgroup did not make AYP in Mathematics; therefore we have made this a priority goal this year.

Instructional Strategies/Activities

Professional Development: Professional development aligned with the CCLS and Mathematics curricula will be given during teacher team meetings, common planning periods, grade conferences, faculty conferences, outside professional development workshops, seminars, and network events through CFN 410 on the following topics:

- Interim Mathematics assessments to monitor and revise curriculum
- Use of rubrics with the language of the CCLS to provide specific feedback to students regarding their work
- Use of student data to plan and set goals
- Further development of inquiry as teacher teams use case studies and data to inform differentiated lesson plans
- Research based technology programs such as, iReady and Orchard, used to provide additional Mathematics practice, training for efficient use of the computer lab to ensure that the incorporation of technology and the Mathematics curriculum are done in the most efficient way possible
- Strategies to meet the needs of target students and collegial feedback
- Assessing the academic needs of SWDs

The information from these sessions will be turn-keyed and shared with the staff.

Target Populations:

- Students with Disabilities
- Teachers of SWDs

Responsible Staff Members:

- Principal
- Assistant Principals for SWDs
- Staff Developers (internal and external)
- Data Specialist
- ESL Coordinator
- Coach
- Teachers

Assessment of Target Population:

- Teachers will use Everyday Math Unit assessments to analyze areas of weakness for SWDs
- Teachers will analyze student data through one-on-one conferences and small group instruction

Initial Indicator - September 2011

- Teachers will continue to record informal assessment data through teacher observation and one-to-one conferences
- Teachers will collaborate with former teachers, ESL Coordinator, Educational Paraprofessionals, S.E.T.S.S. Teacher and Coach in an effort to meet/communicate students' needs

Midterm Progress Points – October 2011, January 2012 and March 2012

- Administrators will collect conferring data records of teachers to ensure teachers are supporting students both as independent mathematicians and during small group instruction
- After periodically monitoring the effectiveness of the strategies and differentiated lessons, staff will change and implement strategies in accordance with the data collected

Final Progress Point –June 2012

- Teachers will reevaluate their process and evaluate SWDs progress towards increasing their performance towards achieving grade level benchmarks as it relates to grade level Mathematics standards
- Teachers will compare the September 2011 baseline results to the June 2012 results to ascertain what percentage of children actually achieved grade level benchmarks

Steps for Including Teachers in the Decision-Making Process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments
- Periodic Assessment Dates: November 2011, January 2012, March 2012
- Teachers will work collaboratively with SWD support staff for assistance in aligning the Everyday Math Curriculum with the CCLS
- The Mathematics cluster and Coach will work collaboratively with classroom teachers to ascertain the weaknesses that are most evident across the SWD target population

- Teachers will assign daily morning messages (outside of the Everyday Math Message) to address the specific weaknesses identified by the SWD target population
- Teachers will incorporate Everyday Math Games and Math projects (that involve art) into their weekly schedule to support differentiated instruction
- Teachers will utilize outside resources (examples: Math Steps, Orchard Now assignments, and Acuity assignments) to align homework assignments more adequately when Skills Link assignments are not deemed as sufficient in supporting weaknesses
- Teachers will create weekly schedules that allow all students access to technological Mathematics resources (such as iReady, Orchard Now, and Orchard Gold Star) a minimum of three times a week
- Teachers will administer, share and analyze the data from the Everyday Math Assessments, iReady Mathematics Assessments and Orchard Mathematics Assessments
- Teachers will collaborate with former teachers, ESL Coordinator, Educational Paraprofessionals, S.E.T.S.S. Teacher and Coach in an effort to meet/communicate students' needs
- Staff members will participate in Hunter Mathematics PD. The instructional components of this PD are all research based. The school Principal, Assistant Principal who supervises Mathematics, Mathematics Cluster teacher as well as classroom teachers in the school were offered a menu of professional development opportunities to deepen their content knowledge of Mathematics and pedagogy. The workshops address the needs of SWD and ELLs
- Professional development activities are intensive, classroom focused, and aligned with state and local learning standards and Mathematics, Science and Technology curricula. Each month various staff members attend the Hunter Mathematics PD

Implementation Timeline:

- September 2011 - June 2012

Strategies to Increase Parental Involvement

- P.S. 17 will provide materials and training to help parents/guardians work with their children to improve their achievement in Mathematics. Items provided for parents/guardians are Home Links/Study Links and Math Night
- P.S. 17 will provide parents/guardians with the information and training needed to effectively become involved in planning and decision making to support the education of their children
- P.S. 17 will foster a caring and effective home-school partnership to ensure that parents/guardians can effectively support and monitor their child's progress in Mathematics
- P.S. 17 will provide assistance to parents/guardians in understanding the CCLS and city and state assessments
- P.S. 17 will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents/guardians can understand through a monthly calendar. The calendar is provided both in hard copy and on the school's website
- P.S. 17 will provide professional development opportunities for school staff with the assistance of parents/guardians in order to improve outreach, communication skills and cultural competency and to build stronger ties between parents/guardians and other members of our school community

- P.S. 17 will provide free computer classes for parents/guardians
- P.S. 17 will host weekly parent/guardian workshops

Strategies for Attracting Highly Qualified Teachers (HQT)

- At this time, all of our staff members are Highly Qualified Teachers with all required documentation
- When looking for new teachers, the following are utilized:
 - Job Fairs
 - Colleague Recommendations/Referrals
 - Interviewing candidates from open market/excessing
 - Resumes sent by colleges and universities
- In order to ensure that teachers remain highly qualified, teachers are updated with best practices and mentors are assigned to new teachers or to teachers who may need extra support

Service and Program Coordination

- The school has established a Math Games Program in collaboration with NY Cares that focuses on specific skills identified by classroom teacher as being weaknesses for the target population
- SES programs are offered to target populations for Mathematics support
- Service providers will collaborate with classroom teachers on the mathematical needs of target population, utilizing activities to support these weaknesses during their sessions with students

Budget and Resources Alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs
- Teacher per session
- Supervisor per session

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, all classroom teachers will participate in teacher teams through a cycle of inquiry and looking at student work to produce and implement two common core aligned tasks (one in Literacy and one in Mathematics), each embedded in a rigorous curriculum unit of study.

Comprehensive Needs Assessment

According to the results of the 2010-2011 Quality Review, the staff as a whole needs to enhance the collaborative system used to involve a broader range of staff in decision making and school planning through delegation and distributive leadership. Additionally, a system needs to be created to evaluate teacher team effectiveness and to build leadership capacity. The staff needs to maintain a culture of mutual trust and positive attitudes toward learning that supports the academic and personal growth of students and adults. Teacher teams will use and develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends. Teacher Teams will ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level.

According to the results of the 2010-2011 Quality Review, the school is underdeveloped in engaging in structured professional collaborations in teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

According to the results of the 2010-2011 School Survey, only 40% of the staff expressed that school leaders invite teachers to play a meaningful role in setting goals.

Instructional Strategies/Activities

- Teams of teachers will receive professional development in designing CCLS aligned tasks that provide *multiple means of representation* to give learners various ways of acquiring information and knowledge
- As teacher teams unpack the CCLS performance tasks and rubrics, they will also focus on developing techniques that address *multiple means of engagement* to tap into learners' (ELLs, SWDs, and at-risk) interests, challenge them appropriately, and motivate them to learn
- Teacher leaders will play a role in weekly grade level meetings, by planning the content in alignment with the TC work with the support of the staff developer and hosting each meeting in their environment in order to share their systems and best practices with the grade. These lab site teachers will bring the data of their targeted students to these meetings (reading logs, writing notebooks, post-its, charts, etc.) and guide the conversation centered on the targeted students' progress. They will share how they are accountable for differentiating instruction and implementing the units of study. As teacher leaders begin to take on the job of leading the conversation around the TC work, they will become more comfortable modeling their own learning and the growing achievement of their students will raise the bar of expectations for all the students in the PS 17 community

- Teachers will work in teams to analyze student work and to score student work based upon the CCLS aligned rubrics
- Annotated student work and graded examples will be discussed and analyzed during weekly common planning and weekly teacher team meetings
- Each grade level will carefully refer to the benchmark Reading, Writing, and Mathematics samples during weekly teacher team meetings. This will help to inform the following:
 - Instructional planning
 - Examples of proficiency for administrators, teachers, students, and parents/guardians
 - Benchmarks against which to determine student progress relative to grade level standards and to promote professional dialogue

Implementation Timeline:

- September 2011 - June 2012
- Evidence of implementation of instructional strategies and activities:
 - All teacher teams keep agendas and minutes of each meeting including samples of student work; tasks; and findings of learning rounds.
 - Agendas of monthly faculty meetings that include team sharing
 - Each teacher team has created an inquiry space on ARIS
- Culminating Activity
 - Teacher Team Share Fair

Strategies to Increase Parental Involvement

- P.S. 17 will host free ESL classes for parents/guardians
- P.S. 17 will provide materials and training to help parents/guardians work with their children to improve their achievement level in Mathematics. Items provided for parents/guardians are Home Links/Study Links, and Math Night
- P.S. 17 will provide parents/guardians with information and training needed to effectively become involved in planning and decision making to support the education of their children
- P.S. 17 will foster a caring and effective home-school partnership to ensure that parents/guardians can effectively support and monitor their child's progress in Mathematics
- P.S. 17 will provide assistance to parents/guardians in understanding the CCLS and city and state assessments
- P.S. 17 will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents/guardians can understand through a monthly calendar. The calendar is provided both in hard copy and on the school's website
- P.S. 17 will provide professional development opportunities for school staff with the assistance of parents/guardians to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents/guardians and other members of our school community

- P.S. 17 will provide free computer classes for parents/guardians
- P.S. 17 will host weekly parent/guardian workshops
- Parents/guardians will be invited to monthly publishing parties
- Parents/guardians will be offered the opportunity to be Literacy Partners through Teachers College

Strategies for Attracting Highly Qualified Teachers (HQT)

- At this time, all of our staff members are Highly Qualified Teachers with all required documentation
- When looking for new teachers, the following are utilized:
 - Job Fairs
 - Colleague Recommendations/Referrals
 - Interviewing candidates from open market/excessing
 - Resumes sent by colleges and universities
- In order to ensure that teachers remain highly qualified, teachers are updated with best practices, mentors are assigned to new teachers and to teachers who may need extra support

Service and Program Coordination

- SES programs will collaborate with teachers about students' needs and students' progress
- The NY Cares Mathematics and Early Bird Reading Programs will collaborate with teachers about student needs and student progress

Budget and Resources Alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs
- Teacher per session
- Supervisor per session

ACADEMIC INTERVENTION SERVICES (AIS)

	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	26	26	N/A	N/A	0	0	0	0
1	50	50	N/A	N/A	0	0	0	0
2	53	53	N/A	N/A	0	0	0	0
3	42	42	N/A	N/A	0	0	0	0
4	70	70	0	0	0	0	2	0
5	38	38	24	0	0	0	0	0
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Name of Academic Intervention Services (AIS)	Description
ELA	Reading Rescue is a one-to-one reading intervention for struggling readers primarily in the 1 st Grade, but it may be used for 2 nd and 3 rd Grade students and English Language Learners in need of remediation. The program's goal is to equip struggling readers with the tools necessary to become fluent readers and writers. Foundations, Explode the Code, Recipe for Reading and The Edmark Reading programs are delivered during the school day via small group instruction. Edison Learning, the school's on-site Supplemental Education Service (SES) program, is provided on Saturdays via small group instruction. Early Bird Reading is for 2 nd and 3 rd Grade students. This one-to-one reading tutoring is done on a weekly basis before the start of school.
Mathematics	A.I.S. instruction in Mathematics is provided during the school day via small group instruction. Concepts, skills and applications are reviewed and reinforced using a multisensory and kinesthetic approach. Students work with their tactile senses by handling manipulatives such as yarn, cotton balls and sand paper. They then move to graphic illustrations followed by number and symbol representation of the concepts and skills they are learning. Students are also receiving Mathematics A.I.S. on Saturdays during Edison Learning via small group instruction.
Science	Science A.I.S. is provided during the school day using authentic literature in addition to a hands-on multisensory approach using the Delta Foss Curriculum materials. These interventions are provided both one-to-one and in a small group.
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Our school based Spanish Bilingual Social Worker provides one-to-one interventions during the school day. She addresses and sets a plan for students transitioning from one activity to another. On Mondays, Wednesdays and Thursdays the Social Worker pushes into a 2 nd Grade classroom and supports students who she notices are struggling with socialization skills amongst their peers.
At-risk Health-related Services	N/A

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents/guardians and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents/guardians informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents/guardians and families of Title I students by:

- providing materials and training to help parents/guardians work with their children to improve their achievement level, e.g., Literacy, Mathematics and use of technology
- providing parents/guardians with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents/guardians can effectively support and monitor their child's progress
- providing assistance to parents/guardians in understanding the CCLS and city and state assessments
- sharing information about school and parent/guardian related programs, meetings and other activities in a format, and in languages that parents can understand
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents/guardians and other members of our school community

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents/guardians, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents/guardians of Title I participating students, parent/guardian members of the school's Parents' Association, as well as parent/guardian members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent/guardian involvement and school quality, our school will:

- actively involve and engage parents/guardians in the planning, review and evaluation of the effectiveness of the school's Title I Program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact
- engage parents/guardians in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent/guardian involvement, including family literacy and parenting skills

- ensure that the Title I funds allocated for parent/guardian involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- support school-level committees that include parents/guardians who are members of the School Leadership Team, the Parents' Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent/guardian workshops based on the assessed needs of the parents/guardians of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents/guardians. The Parent Coordinator will also maintain a log of events and activities planned for parents/guardians each month and file a report with the central office
- conduct parent/guardian workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- provide opportunities for parents/guardians to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I Program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
- schedule additional parent/guardian meetings; e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- translate all critical school documents and provide interpretation during meetings and events as needed

Our school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation on School Leadership Team, Parents' Association and Title I Parent Committee
- supporting or hosting family events
- establishing a Parent Resource Center/Area or lending library and instructional materials for parents
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents
- encouraging more parents/guardians to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents/guardians informed of their children's progress
- developing and maintaining a web publication designed to keep parents informed about school activities and student progress

- providing school planners/folders for regular written communication between/teacher(s) and the home in a format, and to the extent practicable in the languages that parents/guardians can understand

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents/guardians of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents/guardians, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently
- respecting cultural, racial and ethnic differences
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents/guardians of students participating in the Title I Program to inform them of the school's Title I status and funded programs and their right to be involved
- arranging additional meetings at other flexible times; e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents/guardians who cannot attend a regular meeting
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- providing information related to school and parent/guardian programs, meetings and other activities is sent to parents/guardians of participating children in a format and to the extent practicable in a language that parents/guardians can understand
- involving parents/guardians in the planning process to review, evaluate and improve the existing Title I Programs, Parent Involvement Policy and the School-Parent Compact
- providing parents/guardians with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents/guardians each year

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents/guardians
- notifying parents/guardians of the procedures to arrange an appointment with their child's teacher or other school staff member
- arranging opportunities for parents/guardians to receive training to volunteer and participate in their child's class, and to observe classroom activities
- planning activities for parents/guardians during the school year; e.g., Parent-Teacher Conferences

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents/ guardians
- assisting parents/guardians in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents/guardians can attend)
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community
- supporting parental involvement activities as requested by parents/guardians
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
- advising parents/guardians of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I Programs

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- check and assist my child in completing homework tasks, when necessary
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time
- encourage my child to follow school rules and regulations and discuss this Compact with my child
- volunteer in my child's school or assist from my home as time permits
- participate, as appropriate, in the decisions relating to my child's education
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
- respond to surveys, feedback forms and notices when requested
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this School – Parent Compact
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
- take part in the school's Parents' Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams

- share responsibility for the improved academic achievement of my child

III. Student Responsibilities:

- attend school regularly and arrive on time
- complete my homework and submit all assignments on time
- follow the school rules and be responsible for my actions
- show respect for myself, other people and property
- try to resolve disagreements or conflicts peacefully
- always try my best to learn

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 30Q017 **School Name:** The Henry David Thoreau School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our SWD/ELL students were identified as not meeting the AYP in English Language Arts. Our data analysis indicates that though our SWDs and ELLs are moving toward proficiency levels in literacy we still need to target these students to ensure that they reach grade level standards.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school plans to hire 2 Per Diem Staff members to provide daily academic intervention support across our targeted grades of three through five daily within the subject area in which we have not met our AYP for the 2010-2011 school year. Per Diem staff members will use data to inform and refine support provided to students identified at risk. With support from the network we are also training paraprofessionals in the Reading Rescue Intervention program. Also, teachers are attending Response to Intervention training and we have developed an RtI Intervention Action Plan. Research based technology programs are such as iReady and Orchard are being used to provide academic support for students in our targeted subgroups. Teachers are using data from the aforementioned programs/philosophies to plan/differentiate and set goals for students.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

We have Teachers College off-site staff developers coming in to our school to provide monthly professional development for our teachers which directly effect/impact the instruction provided to students. ESL and SWD strategies are embedded within the explicit teaching points and learning objectives to address the needs of our sub-groups.

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

Staff members meet weekly in professional development/teacher team/data inquiry teams to discuss data and plan next steps for identified at risk student students. Teachers participate in on-site professional development facilitated by off-site Teachers College staff developers monthly. Teachers also attend off-site professional development facilitated by Teachers College. Teachers participate in learning rounds, inter-visitation, collegial visits and grade common planning. Both the Mathematics Cluster and Building Coach provide weekly mentoring to applicable qualifying staff members.

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.

A meeting will be held during our monthly Parents' Association meeting to ensure that parents/guardians are aware of the school's identification of current school improvement status and response plan created to address specific needs. A copy of the letter will be placed on our schools website in all applicable translations.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Altagracia Santana	District 30	Borough Queens	School Number 17
School Name Henry David Thoreau			

B. Language Allocation Policy Team Composition [?](#)

Principal Cynthia Dickman	Assistant Principal Dora Danner
Coach Marjorie McDonald	Coach
ESL Teacher Georgia Meletiadis	Guidance Counselor Vickie Mouzakitits
Teacher/Subject Area Marsha Noble/ESL	Parent Peggy Carrasco
Teacher/Subject Area	Parent Coordinator Dina Pilios
Related Service Provider	Other
Network Leader Altagracia Santana	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	10	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	8		

D. School Demographics

Total number of students in school	562	Total Number of ELLs	155	ELLs as share of total student population (%)	27.58%
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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. Once any new student registers at P.S. 17 Q., a licensed pedagogue administers the Home Language Identification Survey (HLIS). At that time, the licensed pedagogue trained in the intake process conducts an informal oral interview in English and/or in the parent's/guardian's preferred language of communication. Based on the results of the HLIS and the parent/guardian interview, it is determined whether or not the student will be eligible to take the Language Assessment Battery-Revised (LAB-R) in English, and Spanish, where applicable. A fully certified ESL pedagogue administers the English LAB-R exam within the first ten days of student registration. Parent/Guardian Orientations are ongoing based on student registration and eligibility based on the HLIS. The Bilingual Speech Teacher and Bilingual School Psychologist assist in administering the Spanish LAB. The LAB-R is hand scored and recorded by the trained fully certified pedagogues before being delivered to the Scan Center. According to the LAB-R results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes. The ESL Coordinator generates and reviews the RLER report for entitled student so that testing is thorough and accurate. The NYSESLAT exam is administered to all ELLs yearly. In order not to miss any student, our ESL Coordinator runs the RLER report again to obtain the list of all entitled/eligible students and facilitates this exam. Each ESL licensed teacher takes part in the administration of all four sections of the exam. Accommodations are provided, as per each individual student's IEP. All of our ESL students who are either a "B" or an "I", as per their NYSESLAT or LAB-R score, are receiving a minimum of 360 minutes of ESL service per Commissioner's Regulations (CR) Part 154. Those students that have been classified as "A" learners, as per their NYSESLAT or LAB-R score, are receiving 180 minutes of service per week as per CR Part 154. In addition, our 2 push-in/pull-out ESL teachers service those students who are not in self-contained ESL classes, but are required to receive 360 minutes per week or 180 minutes per week as per CR Part 154. In both learning environments, instruction is provided in English 100% of the time.

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

3/4. We hold make-up orientation meetings late in September and in October for those parents/guardians who were unable to attend the initial meetings. They are held early in the morning, during the school day and in the evening to ensure we have a high percentage of

attendance and form completion. Parents/guardians who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame. For those parents/guardians who do not attend the orientation, we follow up with individual phone calls and hold additional meetings to ensure that they understand the nature of all available programs. They complete the program selection form after viewing the video in their preferred language of communication. Documentation of such contact is kept on record. Students whose parents/guardians do not attend are placed in the default program in the school, in our case, freestanding ESL, although 100% of our ELLs' parents/guardians attended and filled out the program selection forms this year.

5/6. For the past few years, we have noticed that the trend for our parents/guardians is to request ESL programs which we have in Grades K- 5. Currently and in the past, parents/guardians overwhelmingly opt for freestanding ESL. There were less than fifteen requests for a bilingual or dual language program in each native language per grade. While our parent/guardian survey reflects the model of choice to be freestanding ESL, if more than 15 parent/guardian surveys of the same home language within two continuous grades request the TBE program or Dual Language we will, as per the Aspira Consent Decree, create a bilingual/bridge program. Our ESL Orientation Team, which also includes the Parent Coordinator, is well versed on all three programs that we do and do not currently offer. The ESL Orientation Team informs parents/guardians what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR Part 154. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent/guardian options. Second and third notices are sent home with students, if needed, to ensure that all parents/guardians are informed about their child's educational services and that 100% of the Parent/Guardian Survey and Program Selection forms are returned as they were this year. All information is then finally entered in the ELPC report which we use to keep track of parent/guardian choices, attendance at orientation meetings, student status and program placement.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained	1	2	1	1	2	1								8
Push-In	2	2	1	1	1	2								9
Total	3	4	2	2	3	3	0	17						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	155	Newcomers (ELLs receiving service 0-3 years)	101	Special Education	35
SIFE	0	ELLs receiving service 4-6 years	52	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	101	0	21	52	0	17	2	0	1	155
Total	101	0	21	52	0	17	2	0	1	155

Number of ELLs in a TBE program who are in alternate placement: 15

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	19	22	6	25	16								113
Chinese	0	0	0	1	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	5	1	3	3	5	1								18
Urdu	1	0	0	0	0	0								1
Arabic	1	3	0	2	4	3								13
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								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
Korean	0	0	0	0	0	0								0
Punjabi	2	0	0	0	0	0								2
Polish	0	0	0	0	0	0								0
Albanian	0	0	1	0	0	0								1
Other	1	3	0	1	1	0								6
TOTAL	35	26	26	13	35	20	0	155						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1/2. P.S. 17 has a total number of 155 ELLs. There are 0 SIFE students, 101 newcomers, 52 ELLs with 4-6 years of service, and 2 long term ELLs. Of our 155 ELLs, 35 students are in our Special Education program. Of the 101 newcomers and 52 students receiving 4-6 years of service, 35 are receiving Special Education services. We have 1 long term ELLs and 0 SIFE students receiving Special Education services. We have placed our ELLs with special needs in ICTS classrooms as per their IEP. Those students are receiving their ESL instruction from 1 of our 2 highly qualified, licensed ESL providers who are certified in Common Branch and ESL. These teachers use the push-in and pull-out model which enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups and various collaborative co-teaching and parallel teaching models. Techniques will vary based on the level of the learner. ELLs are mostly heterogeneously grouped so that the mandated periods of instruction can be successfully delivered. All of our ESL students who are either a “B” or an “I”, as per their NYSESLAT or LAB-R score, are receiving a minimum of 360 minutes of ESL service as per Commissioner’s Regulations (CR) Part 154. Those students that have been classified as “A” learners, as per their NYSESLAT or LAB-R score, are receiving 180 minutes of service per week as per CR Part 154. In addition, our 2 push-in/pull-out ESL teachers service those students who are not in self-contained ESL classes, but are required to receive 360 minutes per week or 180 minutes per week as per CR Part 154. In both learning environments, instruction is given in English 100% of the time.

A. Programming and Scheduling Information

3. Freestanding Push-in/Pull-out Program:

Instruction in Push-In/Pull-out Program is delivered in English 100% of the time.

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

Freestanding Self-Contained Program:

- 1 self-contained Kindergarten
 - 2 self-contained Grade 1
 - 1 self-contained Grade 2
 - 1 self-contained Grade 3
 - 2 self-contained Grade 4
 - 1 self-contained Grade 5
 - All students in self-contained classes are placed as per the NYSESLAT and LAB-R scores.
 - Kindergarten through Grade 5 will be using The Teachers College Reading and Writing Project (TCRWP), a Columbia University affiliated program.
 - Conferences and teachers' logs will be used to monitor student achievement and differentiate instruction.
- The Award Reading Program will be implemented in Grades K-3 ESL classrooms
- All instruction is consistent with CR Part 154 requirements
 - 100% of instruction is delivered in English
 - All eight of our self-contained teachers are fully/dually certified

4. The Bilingual Speech Teacher and School Psychologist administer the Spanish LAB and hand score it to ensure that these Spanish speaking ELLs are appropriately evaluated in their native language.

5. a. Plan for SIFE:

In the event that a SIFE student is admitted to P.S. 17, we have a plan in place to best serve this population. These students will initially be placed with beginner ELLs in grade appropriate classes and receive intervention services from an ESL push-in teacher for a total of 360 minutes per week for six to eight weeks. This instruction will be differentiated based on the proficiency level of the student and formal as well as informal assessments. Upon further assessment, these students will be placed into a grade appropriate setting according to their individual needs. They will receive "Response to Intervention" (RTI) small group instruction daily each morning for a duration of approximately 30 minutes for extra support. Classrooms will be equipped with the Award Reading Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels.

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

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

c. Plan for ELLs in school 4-6 years:

Instruction will be academically rigorous and will focus on Cognitive Academic Language Proficiency Skills (CALPS). These students have already acquired social English skills, but academic skills are limited. They need various ESL methodologies and techniques to

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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Some stations are:

- Listening Station with cassettes, head sets, CDs, book baggies, read along English books
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**Beginning****Intermediate****Advanced****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

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

1-3. Professional Development Plan for Teachers/Staff Working with ELLs:

As per Jose P. , ELL training of all staff (7.5 hours required with records/documentation) has been and will continually be updated and kept on file in main office of P.S. 17.

The following is an overview of our Professional Development Choices for ELL training as per Jose P. They apply to our two newly hired staff members who have yet to complete all hours this year, as well as any other teachers interested in the topics as a refresher course:

a. Dr. Liliy Wong Filmore- Juicy Sentences:

Presenter: Robin Finnan (Deputy Network Leader for School Improvement)

Dates: October 25, 2011 and October 27, 2011(already completed)

Part I/Part II-Professional Development Days

Time: 8:30 A.M.- 3:00 P.M.

b. ESL Scaffolding Strategies Across Content Areas:

Presenter: Georgia Meletiadiis (ESL Coordinator/ESL Service Provider)

Date: January 17, 2012

Time 3:05 P.M.-5:35 P.M.

c. Analyzing Results from the NYSESLAT and Grouping within each Modality:

Presenter: Dora Danner (Supervisor of ESL)

Date: February 3, 2012

Time: 3:05-5:35 P.M.

d. Use of Total Physical Response:

Presenters: Dora Danner and Georgia Meletiadiis (Supervisor/ Coordinator and Service Provider of ESL Department)

Date: March 1, 2012

Time: 3:05-5:35 P.M.

Training rate will be offered for all workshops above, taking place after school hours.

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

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

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

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

All teachers in the school attend Professional Development on the application of Common Core Standards for English Language Learners. Teachers familiarize themselves with these K-12 standards and apply them in their daily teaching. These standards are aligned with college and work expectations and include rigorous content and application of knowledge through higher-order thinking skills. These English language arts and mathematics standards represent a set of expectations for student knowledge and skills that middle school and high school graduates need to master to succeed in college and careers.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
<p>1-3. Professional Development Plan for Teachers/Staff Working with ELLs: As per Jose P. ... ELL training of all staff (7.5 hours on file in main office of P.S. 17. The following is an overview of our Professional Development Plan for the next year, as well as any other relevant information.</p> <p>100% 75% 50% 25%</p>	Dual Language		
<p>a. Dr. Liliy Wong Film: Juicy Sentences: Presenter: Robin Finnin (Deputy Network Leader for School Improvement) Dates: October 25, 2011 and October 27, 2011 (also Part I/Part II-Professional Development Days Time: 8:30 A.M. - 9:00 P.M.</p> <p>100% 75% 50% 25%</p>	Freestanding ESL		
<p>b. ESL Scaffolding Strategies Across Content Areas: Presenter: Georgia Meletiadis (ESL Coordinator/ESL Service Provider) Date: January 17, 2012 Time 3:05 P.M. - 5:35 P.M.</p> <p>100% 75% 50% 25%</p>	TBE		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Date: February 5, 2012
Time: 3:05-5:35 P.M.

d. Use of Total Physical Response:
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Staff Development:

E. Parental Involvement

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

Parental Involvement:

1-4. Parents/guardians will be provided with workshops on various topics such as: homework help, preparing their child for city and state assessments as well as community based programs available for their children. These workshops will be offered during the school day and in the evenings for parents/guardians who work (specific dates and times to be announced). Often the workshops focus on P.S. 17's Book of the Month. The parents/guardians are presented with helpful strategies and resources based on a monthly picture book selection. The parents/guardians have the opportunity to receive a book for their home library and to gain knowledge of ELL strategies that can best serve their child. These workshops incorporate resources such as bilingual dictionaries, glossaries in different content areas and a multicultural lending library in the parents'/guardians' native languages. In addition to these workshops, the parents/guardians are invited to the Annual Citywide ELL Conference.

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

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

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B. Programming and Scheduling Information--Continued

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

8-14. When looking at student results, especially the NYSESLAT combined with Grades K-5 Teachers College Reading and Writing Project formal and informal Reading assessments, we have found that students in all grades do much better in listening and speaking with a large portion reaching proficiency. However, children are moving up in all modalities in Grades 1-5 with many children reaching the advanced level and a great number reaching proficiency. In addition, students in Grades 2-5 are gradually moving from an intermediate to advanced level in Reading and Writing. The results show that there needs to be more intensive instruction in Reading and Writing beginning in Kindergarten through Grade 5.

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

Some stations are:

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

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

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

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

Teaching for independence is a major part of the instruction. Scaffolded instruction for all students allows for a gradual release of responsibility from the teacher to the student. Scaffolded instruction involves introducing a strategy, teacher modeling of the strategy, guided practice, and independent application where the student is able to review and reflect. Throughout the day students are provided

Additional Information

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

N/A

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.

1-3. Professional Development Plan for Teachers/Staff Working with ELLs:

As per Jose P. , ELL training of all staff (7.5 hours required with records/documentation) has been and will continually be updated and kept on file in main office of P.S. 17.

The following is an overview of our Professional Development Choices for ELL training as per Jose P. They apply to our two newly hired staff members who have yet to complete all hours this year, as well as any other teachers interested in the topics as a refresher course:

a. Dr. Liliy Wong Filmore- Juicy Sentences:

Presenter: Robin Finnan (Deputy Network Leader for School Improvement)

Dates: October 25, 2011 and October 27, 2011(already completed)

Part I/Part II-Professional Development Days

Time: 8:30 A.M.- 3:00 P.M.

b. ESL Scaffolding Strategies Across Content Areas:

Presenter: Georgia Meletiadis (ESL Coordinator/ESL Service Provider)

Date: January 17, 2012

Time 3:05 P.M.-5:35 P.M.

c. Analyzing Results from the NYSESLAT and Grouping within each Modality:

Presenter: Dora Danner (Supervisor of ESL)

Date: February 3, 2012

Time: 3:05-5:35 P.M.

d. Use of Total Physical Response:

Presenters: Dora Danner and Georgia Meletiadis (Supervisor/ Coordinator and Service Provider of ESL Department)

Date: March 1, 2012

Time: 3:05-5:35 P.M.

Training rate will be offered for all workshops above, taking place after school hours.

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

- Full day professional development workshops held by Teachers College focusing on Reading and Writing
- ESL professional development reviewing the ELL components, materials and assessment tools
- Coaching and the modeling of appropriate lessons

D. Professional Development and Support for School Staff

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

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

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

All teachers in the school attend Professional Development on the application of Common Core Standards for English Language Learners. Teachers familiarize themselves with these K-12 standards and apply them in their daily teaching. These standards are aligned with college and work expectations and include rigorous content and application of knowledge through higher-order thinking skills. These English language arts and mathematics standards represent a set of expectations for student knowledge and skills that middle school and high school graduates need to master to succeed in college and careers.

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Staff Development:

E. Parental Involvement

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

Parental Involvement:

1-4. Parents/guardians will be provided with workshops on various topics such as: homework help, preparing their child for city and state assessments as well as community based programs available for their children. These workshops will be offered during the school day and in the evenings for parents/guardians who work (specific dates and times to be announced). Often the workshops focus on P.S. 17's Book of the Month. The parents/guardians are presented with helpful strategies and resources based on a monthly picture book selection. The parents/guardians have the opportunity to receive a book for their home library and to gain knowledge of ELL strategies that can best serve their child. These workshops incorporate resources such as bilingual dictionaries, glossaries in different content areas and a multicultural lending library in the parents'/guardians' native languages. In addition to these workshops, the parents/guardians are invited to the Annual Citywide ELL Conference.

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	11	2	1	1	2								32

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	11	5	8	7	5								36
Advanced (A)	20	4	19	4	27	13								87
Total	35	26	26	13	35	20	0	0	0	0	0	0	0	155

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	15	0	2	0	0								
	I	0	6	0	1	1								
	A	20	11	13	4	15								
	P	0	9	11	8	19								
READING/ WRITING	B	0	11	2	1	1								
	I	0	11	5	8	7								
	A	0	4	17	4	25								
	P	0	0	2	0	2								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	19	5	0	33
5	10	10	0	0	20
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									0
4	5		22		8		0		35
5	5		12		3		0		20
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	3		9		8				20
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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?

Additional Information

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

N/A

Part VI: LAP Assurances

School Name: Henry David Thoreau

School DBN: 30Q017

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Dickman	Principal		
Dora Danner	Assistant Principal		
Dina Pilios	Parent Coordinator		
Georgia Meletiadis	ESL Teacher		
Peggy Carrasco	Parent		
Marsha Noble	Teacher/Subject Area		
	Teacher/Subject Area		
Marjorie McDonald	Coach		
	Coach		
Vickie Mouzakitis	Guidance Counselor		
Altagracia Santana	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q017 **School Name:** Henry David Thoreau School

Cluster: 04 **Network:** 410

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

Part A: Needs Assessment Findings

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

At the beginning of each school year, the staff is surveyed to determine all languages that are spoken, written and read by the staff. The Parent Coordinator surveys all classroom teachers to gather the number of languages (preferred languages of communication) spoken in each household. All DOE translated correspondences are then distributed based on those numbers. In addition, all parents are asked if they need oral translations when they have school meetings, appointments and/or concerns. Displayed in the main lobby are signs in various languages stating that these services can and will be provided. When determining the various translation and interpretation needs, P.S. 17 reviews the languages that represent our school population. Dependent upon the grade level/levels that must receive information we request translations of all written documents in the languages that are represented in those grades. These documents are then provided to teachers as per their request. In addition, during Parent/Teacher Conferences, we hired outside interpretation services to speak to our parents based on their request. P.S. 17 has a large number of parent and staff members who speak a second language. These staff members are used on a daily basis when needed.

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

P.S. 17 has found that most translations are needed in Spanish, Arabic and Bengali. These findings are based on Home Language Surveys as well as parent requests via the Parent Coordinator. P.S. 17's written and spoken translation needs are primarily requested in Spanish, Bengali and Arabic. However, the school community knows that they are entitled to any document in their native language (preferred language of communication) as per Chancellor's Regulation A-663, which is conspicuously posted in the main lobby and on every staircase landing.

Part B: Strategies and Activities

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

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

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

P.S. 17 will provide in-house oral translators as well as accessing the DOE Translation Service Unit. P.S. 17 has and will continue to contract out oral translation services through a Department of Education contracted translation vendor. In addition, we will continue to use school community members for oral translations. P.S. 17 will continue its policy of using the Department of Education's phone service translation at no cost to the school.

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

P.S. 17 will abide by Chancellor's Regulation A-663. Evidence of this is seen through translated displays in the main lobby that represent our school's language needs. Oral and written translation services will be made available and we will continue to access the Translation Service Unit for phone conferences when we cannot utilize in-house staff members. Our Parent Coordinator will continue to distribute DOE memos that represent our parent language needs. P.S. 17 will continue to be in compliance with Chancellor's Regulation A-663. First and foremost, the Parents' Bill of Rights has been posted in all languages that reflect our school community. In addition, our Parent Coordinator will continue to update school officials about particular parent translation needs. P.S. 17 will continue to use internal and external resources on a daily basis. All school monies earmarked for translation services will be used for parent workshops and outside oral translation vendors. We will continue to review parent surveys and will monitor any and all languages of newly admitted students as per the Home Language Identification Survey. Other stakeholders in the school community are informed through access to our school's website (open to public), a translated monthly calendar of school-wide events which appears on our school website and is distributed, and our Parent Coordinator, Dina Pilios, conducts ongoing outreach to various community agencies (CBOs- Community based organizations) throughout the school year.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Henry David Thoreau	DBN: 30Q17
Cluster Leader: Chris Groll	Network Leader: Altagracia Santana
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>68</u> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u> # of certified ESL/Bilingual teachers: <u>5</u> # of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 17Q's Title III Program will provide English Language Learners with supplemental instruction in an After-School Program called Soar To Success. The supplemental instruction will be provided by certified ESL teachers. These ESL teachers provide full-time instruction to self-contained ESL classes on a daily basis. According to the NYSESLAT scores, we will notify parents/guardians to inform them that their child is eligible to participate in the Soar to Success Program. The invitations will be extended to students in Grades 3 through 5. All students who scored at the beginner, intermediate, advanced as well as proficient level on last year's NYSESLAT exam will be asked to attend the program.

The Soar to Success Program will run from 3:00 pm to 4:00 pm on Tuesdays and Thursdays, excluding holidays. It will begin on December 6, 2011 and end on June 19, 2012. We anticipate that this program will run for approximately a total number of 50 sessions. This additional support will provide students with the strategies and skills that are needed to meet NYS/ESL Standards. The supplemental help will focus on ESL grade level standards, specifically in the four modalities of the English language. Using ESL strategies and methodologies, our ESL licensed teachers, will provide rigorous activities and to promote English language proficiency. Based on survey results, we anticipate a total of approximately 5 classes servicing 70 ELL children. Supplementary materials will focus on the skills that are required to master the ESL Standards and through this achieve a higher level on the NYSESLAT. Think Reading by Roger Farr will be used to service all of our students in Grades 3-5. Students will use individual charts and rubrics to track their progress in reading, writing, speaking, and listening. Children will be exposed to realistic scenarios through detailed pictures and vocabulary rich text. This program fosters group work and leads itself into differentiated instruction. The program also provides each child with an activity workbook.

The workbooks contain practice questions for all four portions of the NYSESLAT exam. These questions range from sentence completion using realistic pictures to formal essay writing. The questions vary depending on the modality and grade level of the students. The reading and writing portions incorporate Science and Social Studies skills and knowledge. Basic and higher order thinking skills are incorporated into each exercise. Vocabulary and language development are an inherent aspect of this program.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Part C: Professional Development

Begin description here: Professional Development Program:

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

In addition, staff development will focus on data and how to interpret that data to help meet the needs of our ESL children.

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

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

A series of institutes throughout the year will provide our teachers with models of explicit strategy instruction.

TCRWP staff-developers will provide printed materials, calendar (conference) days with video examples of strategy teaching, and on-site staff development. Teachers will be instructed in how to prompt students differentially to provide a release of responsibility creating independent student use of strategies.

ESL teachers will participate in workshops given by Columbia Teachers College

Rebecca Heyward and other support specialists from CFN 410 will be providing basic continued support and professional development for ESL teachers during the 2011– 2012 school year.

Teachers will attend grade appropriate workshops to receive training in how to implement the Award Reading Program in their classrooms. They will learn how to successfully integrate instructional technology and print to accelerate reading achievement for children in Grades K-5. Technology will focus on the five key areas of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Teachers will attend workshops to receive training on how to launch the Neufeld "Understanding Math" Pilot Program targeted for ELLs. Assessment will be an integral part of the classroom Reading and Mathematics programs. These two programs will be incorporated into classrooms, as they meet the needs and various levels of all ELLs.

All ESL teachers participating in the Title III, Soar to Success Program, will receive Professional Development prior to the start of the program. They will receive training on Grades 3-5 Think Reading, by Roger Farr materials which will be used during the program. Success of the program depends on teachers utilizing these materials to the fullest to facilitate student learning. Teachers will create text relevant rubrics and engage in sample exercises to familiarize themselves with the books and exercises they will need to teach.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Parental Involvement:

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

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

Parents of ELLs are notified about all parental engagement activities through the following means:

- a. School website postings of letters sent out to parents
- b. Global connect
- c. Parent email distribution list
- d. Backpacked hard copies of letters/invites/parent notifications
- e. Discussions/presentations at Parent Association Meetings
- f. Important parent notifications are visibly posted in family room

*All parent correspondence is translated where applicable in the parents' preferred language of communication.

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

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		