Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: PS/IS 171 (PATRICK HENRY)

DBN: 04M171

PRINCIPAL: DIMITRES PANTELIDIS EMAIL: DPANTEL2@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

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
DimitresPantelidis	*Principal or Designee	
Alex Stimmel	*UFT Chapter Leader or Designee	
Giselle Ramos	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Jennifer LaFond	Member/ Parent	
Delmy Fonseca	Member/ Parent	
Gloria Padilla	Member/ Parent	
GuadelupeSantamaria	Member/ Parent	
Donna Kim	Member/ Teacher	
Aharon Schultz	Member/ Teacher	
Jeanne Stein	Member/ Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is donein collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitativeand/or qualitativedata in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 ANDACTION 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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

  By June 2013, students in grades Kindergarten through Grade 2 will demonstrate at least two levels increase on the Fountas and Pinnell Running Records from September to June through alignment of curriculum maps and curriculum based assessments to reflect changes in the Common Core Standards in English Language Arts.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students,in relation to State academic content and student achievement standards.

After completing a comprehensive review of ELA and Mathematics results from the New York State Spring testing in 2011 and 2012, it was determined that grade level teams needed to further revise and align curriculum maps and curriculum based assessments to reflect changes in Common Core Standards that would result in more rigorous curriculum and instruction for all students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

ACTIVITY #1:
Professional Development:

- Provide teachers with professional development and resources focused on Common Core Standards, alignment of performance tasks and portfolio evidence.
- Provide professional development to increase repertoire of teacher skills to engage students in higher order thinking and deep reasoning.
- Provide professional development to increase teacher understanding of Depth of Knowledge (DOK) to increase reading comprehension skills.
- CFN facilitator will support grade level teams with differentiating units of study to ensure all student subgroups are provided with necessary rigor and challenge.
- Target Population(s): All Kindergarten – Grade 2 including ESL, SETSS, and Cluster Teachers
- Responsible Staff Members: Principal, Assistant Principals, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September 2012 through May 2013

ACTIVITY #2:
Grade Level Team Collaboration

- Principal will develop weekly/monthly grade level teams meeting schedule to ensure ongoing articulation.
- Grade level teams will meet weekly to analyze selected Common Core Standards to identify gaps in curriculum and student skills as evidenced by student / work assessments using Student Work Protocol.

- Principal will conduct monthly data conferences focused on individuals. subgroups, whole class progress according to a variety of data sources including Accelerated Reader Reports, ECLAS, EPAL, Conferring Notes, Running Records and Portfolio Pieces.
- Grade level teams will meet weekly focused on sharing data and identifying patterns and trends in student performance.
- Running records will be administered monthly to gauge reading comprehension and vocabulary development as part of Portfolio Process.
- Support services will continue to implement revised 'push-in' model to promote small guided groups for instructional support.
- **Target Population (s):** All teachers in Kindergarten through Grade 2 including ESL, SETSS and Cluster Teachers
- **Responsible Staff Members:** Principal, Assistant Principal, Coaches, Data Specialist
- **Implementation Timeline:** September 2012 – May 2013
- **Steps Taken To Include Teachers in the Decision Making Process:**
- Teachers will meet in grade level teams and cross functional teams to review student data gathered from running records, DOE assessment, portfolio assessments and pre and post unit assessments.
- Staff will administer Fountas and Pinnell monthly and expect for each student to increase at least one reading level by January 2013 and a second reading level by June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Literacy Coach and ELL teacher will design training modules and host monthly Parent Workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

- The school will host a Curriculum Night in September and provide resources for parents through online website – www.ps171.org, as well as send home weekly/monthly newsletters and Friday messenger updates.

- The Parent Coordinator and Literacy Coach/Data Specialist will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.

- The school will create and distribute a parent handbook that is translated in all the dominant languages.

- Parents will be trained on how to use ARIS Parent Link and Accelerated Reader Progm.

Budget and resources alignment

- Indicate your school's Title I status: X☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I X Title IIA X X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinatefiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start)

As a Title I School-Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds to include Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental, Title III and human resources to implement the action plan for this goal from September 2012 – June 2013.

The School has a Pre-Kindergarten Program that focuses on improving oral language acquisition and emergent literacy skills that students entering Kindergarten will need to ensure a successful transition to the lower elementary school grades.

The School engages students with resources of Accelerated Reader Program to promote reading comprehension, vocabulary development and literacy.

ANNUAL GOAL #2 ANDACTION 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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of classroom teachers in grades 3-8 will develop a minimum of one new literacy task and one new math task that is embedded in a rigorous curriculum unit that is aligned to the Common Core Learning Standards (CCLS).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After a two-year trend analysis of student performance data on city and state English Language Arts and Mathematics assessments, it was determined that grade level teams needed to review and revise current curriculum units and develop new literacy tasks in ELA and Mathematics that are directly aligned to the Common Core Learning Standards to increase student performance across all student subgroups.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation

Activity #1

Professional Development: Principal will provide teachers with resources focused on selected Common Core Standards in English Language Arts and Mathematics with regard to implementation of curriculum alignment and performance tasks.

- Teachers will be provided with professional development focused on systematic analysis of student data to inform and implement instruction, use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of data to set goals.
- CFN 532 Consultants will provide support to grade level teams with differentiation of lessons and implementation of units of study.
- Principal will introduce teachers to research based articles to increase knowledge of impact from using higher order questioning strategies to accelerate student learning.
- Principal will develop Middle School professional period schedule to include vertical content teacher teams and multi-disciplinary team meeting time.
- Principal will support teacher teams with using framework of Depth of Knowledge (DOK) to refine curriculum maps and develop new literacy and math tasks.

Activity #2:

- Establish a school-wide cycle for grade level teams and cluster teachers to meet/conference to review, revise and develop new curriculum units and literacy and math tasks that are aligned to the Common Core Learning Standards. This will include weekly team meetings with designated administrator, school-wide collaborative team meetings on Thursday afternoons and coaching with CFN facilitator.
- Teachers will also meet in cross-grade level teams during Faculty Conferences to discuss and provide feedback regarding student strengths and areas of need with regard to curriculum revision, instructional strategies and assessment protocols.

Target Population(s): All Teachers in Grades 3-8 including ESL, CTT, SETSS and Cluster Teachers.
Responsible Staff Members: Principal, Assistant Principal, Grade Level Team Leaders
Implementation Timeline: September 2012 through May 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Grade level teachers/teams will communicate through www.ps171.org, monthly newsletters, progress reports, fall and spring parent conferences, Accelerated Reader reports, Engrade and Achieve3000.
- Classroom teachers and specialists will present grade-level curriculum overviews and assessment expectations through evening Curriculum Meetings.
- Literacy Coach, English as Second Language Teacher and Guidance Counselors will host Parent Workshops and information sessions with parents on topics such as: parenting skills, middle-high school transition process, understanding of educational accountability, literacy, accessing community and support resources and technology training to build parents' capacity to help their children at home. The workshop materials will be translated and interpretation support will be provided in the dominant languages of the school.
- The Principal will provide highlights of school/community/grade level activities at monthly scheduled Parent Association meetings and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link
- Parents with Sixth Grade students will participate in Saturday Parent Workshop to become familiar with educational software programs (i.e. Powermylearning) to support student learning at home.
- Parents at middle school level (Grades 6-8) will be introduced to the Engrade Online Program to enable them to access student progress in each core subject areas during each semester.
- Parents at middle school level (Grades 6-8) will be introduced to Achieve3000 Reading Comprehension Program to enable them to support student learning at home.

Budget and resources alignment

- Indicate your school's Title I status: X☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal. Title I, Title II, Title IIA Supplemental, Title III, Grants

If other is selected describe here:

____X__ Tax Levy ____X__Title I ___X___ Title IIA ___X____Grants _____ Other

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds to include Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental, Title III and human resources to implement the action plan for this goal from September 2012 through June 2013. In addition, grant funding from Connected Learning Grant and Accelerated Reader will support school efforts.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of teaching staff will have participated in at least four cycles of formative observations, as per a research based rubric that promotes teacher self-reflection, focused feedback and next steps. The focus will be on implementation of differentiated instructional strategies/best practices using Danielson 'Framework for Effective Teaching'.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After conducting a three year trend analysis of student performance data on state and school-based assessments, it was determined that a significant number of students experienced difficulty with non-fiction reading comprehension. As a result, we have made the school-wide implementation of differentiated strategies a top priority using the lens of effective teaching behaviors from Danielson's 'Framework for Effective Teaching' at third to eighth grade level.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Activity #1:
Professional Development:

- Review in-depth specific components of Charlotte Danielson 'Framework for Effective Teaching' during monthly faculty conferences to increase academic rigor and enhance instructional effectiveness.
- Set school-wide monthly expectations for learning activities, instructional materials and resources, instructional grouping and lesson/unit structures.
- Develop 'Critical Attributes Checklist' for Domain 1: Planning and Preparation, (Component 1E: Design Coherent Instruction) to provide written feedback for teachers with suggestions for next step.
- Share research-based articles from journals such as Reading Teacher 'Using Higher Questioning to Accelerate Students' Growth in Reading' (Peterson and Taylor)
- Teachers will continue to use Caroline Cohen rubric for differentiating instruction in lesson/unit planning.

Target Population(s): All teachers in Grades 3-8, ESL, CTT, SETSS and Cluster Teachers
Responsible Staff Members: Principal, Assistant Principals, Staff Developers (internal and external)
Implementation Timeline: September 2012 through May 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- English as Second Language and Literacy Coach will host monthly workshops and information sessions with parents focused on topics related to Literacy, Vocabulary Development and Study Skills.
- Teachers will develop holiday homework packets for students to review reading comprehension and vocabulary skills during Thanksgiving, Christmas and April vacation periods this year.
- Teachers will send home 'Accelerated Reader' reports describing student progress with independent reading comprehension.
- Teachers at middle school level (Grades 6-8) will assign 'Achieve3000' online reading comprehension and language assignments for students to reinforce skills at home.
- Teachers at sixth grade level will assign students activities from 'Powermylearning' and other educational software provided to families through Connected Learning Grant(Year 3).
- Parents will be able to access individual student progress information using Parent ARIS Link.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I X Title IIA X Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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 II Supplemental, Title III Funds and human resources to implement this action plan from September 2012 – June 2013 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, as required, for program implementation.

ANNUAL GOAL #4 ANDACTION 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 ANDACTION 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	CAFÉ (Conferring Protocol), Workshop Model	Combination of small group, one-to-one, tutorial, team teaching.	Regular school day and Extended Day program
Mathematics	Problem-solving approach with manipulatives	Combination of small group, one-to-one, tutorial, team teaching	Regular school day and Extended Day program
Science	Inquiry-based	Combination of small group and team teaching	Regular school day and Extended Day program
Social Studies	Non-fiction strategies including note taking and use of graphic organizers	Combination of small group and team teaching	Regular school day and Extended Day program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Problem-based literature discussion	Combination of small group and one-to-one	Regular school day and Extended Day program

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meetState eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Strategies for attracting Highly Qualified Teachers (HQT) at PS/IS 171
2012-2013

- *Mentors are assigned to support new teachers to the system-wide approaches to workshop model for English Language Arts and Mathematics and implementation strategies for curriculum, instruction and assessment.*
- *Team Leaders provide support for new teachers with regard to grade level initiatives, collaborative inquiry, data analysis and curriculum maps.*
- *Administrative staff provides support and resources to assist new and veteran teachers with implementation of Danielson 'Framework for Effective Teaching' and Instructional Expectations for 2012-2013 from the Department of Education.*
- *Children First Network consultants support newly hired and veteran teachers with implementation of rigorous curriculum through professional development including Depth of Knowledge (DOK) and differentiated instructional strategies.*
- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified classroom teachers and specialists*
- *Administrative staff works closely with Children First Network 532 Human Resources to ensure that all staff members meet required documentation and assessment deadlines.*

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PATRICK HENRY PREPARATORY SCHOOL
PS/IS 171 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 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 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 and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents 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 can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent 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 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, 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 of Title I participating students, parent members of the school's Parent Association, as well as parent 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 involvement and school quality, our school will:

- Actively involve and engage parents 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 in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- Ensure that the Title I funds allocated for parent 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 who are members of the School Leadership Team, the Parent 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 work collaboratively with other staff members to provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

- Conduct parent 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 to help them understand the various reports and accountability systems published about the school including: Annual School Report Card, Progress Report, Quality Review Report and 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 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 Teams, Parent Association and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Develop online resources for parents to engage students in the home.

PATRICK HENRY PREPARATORY SCHOOL
PS/IS 171
SCHOOL-PARENT COMPACT
2012-2013

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 of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, 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 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 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 programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents 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 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;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

- planning activities for parents 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 and guardians;
- assisting parents 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 can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- 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 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 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 Parent Association and serve to the extent possible on advisory groups, e.g., 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;
- wear the required school uniform everyday
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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 D.Maldonado	District 04	Borough Manhattan	School Number 171
School Name Patrick Henry Preparatory			

B. Language Allocation Policy Team Composition ⓘ

Principal D. Pantelidis	Assistant Principal D.Zararis
Coach Jeanne Stein	Coach
ESL Teacher Donna Kim	Guidance Counselor Danielle LaSanta
Teacher/Subject Area Claribel Marte	Parent Gezelle Dubois-Ramos
Teacher/Subject Area Aahron Schultz	Parent Coordinator Diane Spears
Related Service Provider Courtney Anglin	Other
Network Leader William Colavito	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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
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	0		

D. School Demographics

Total number of students in school	650	Total Number of ELLs	19	ELLs as share of total student population (%)	2.92%

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. Parents of all incoming students are asked to complete the New York City Department of Education "Parent/Guardian Home Language Identification Survey (HLIS) " with the assistance of a licensed pedagogue, to determine how well the new student understands, speaks, reads and writes in English. The survey consists of an informal interview, in both English and native language, if necessary. During the interview, questions are directed to the student and parent to properly measure English proficiency levels. The support of a licensed pedagogue, ESL teacher is important to ensure that the interview results accurately reflect parent preferences and correct student information. The Parent Home Language Identification Survey provides specific information to assess whether further screening through the LAB-R assessment is necessary. The administration of the SPANISH LAB-R for Spanish speaking entrants is imperative. The SPANISH LAB-R is to be used for students who enter the NYC school and score at or below the cut scores on the LAB-R must be administered the SPANISH LAB only once during the same testing period to determine instructional planning for the student. The completed survey (HLIS) also provides important information regarding how the student communicates at home and with family. Specific questions address whether the student attended school in another country prior to entering P.S. 171. The information gathered from the completed survey is shared by the ESL teacher with other key support service personnel to ensure a smooth transition to the new school environment. The entire screening identification process is completed within the ten day timeframe from the school enrollment date.

Steps taken to annually evaluate ELLs using the New York State English as a Second language Acheivement Test are constantly occuring throughout the year, including weeks before school begins. The ESL teacher analyzes, studies and monitors the data of each ELL student from several ATS reports including the RNMR, RLER and RELC reports to ensure all ELLs receive the NYSESLAT.

2. Parents of students participating in the program are invited to a parent orientation meeting at the start of the school year. The ESL Teacher, Guidance Counselors, Administrators, Parent Coordinator and Family Assistant are available to speak with parents who have questions or concerns about their child's participation. The ESL teacher thoroughly follows an agenda including the explanation of the three current programs that exist in the New York City school system. The teacher explains the three programs (TBE, Dual language, Free standing ESL)that are available within the school as of current day. The teacher also shows a DVD with informational brochures available in appropriate languages. Students are given the choice to opt for another school in the district and the school is responsible to contact the alternate school that offers a bilingual program for transfer options.

3. Our school ensures the distribution of parent letters in the appropriate language. The Parent survey and Program selection forms are enclosed in the parent orientation packet where parents are given information and then asked to complete the mandated forms where they are collected by the pedagogue following the orientation. If a parent or guardian is not present, the ESL teacher follows up by telephone to schedule multiple one-on-one meetings to ensure the forms are received and signed. If a form is not returned, the default program for ELLs is a Transitional Bilingual Education as per CR Part 154. All entitlement letter records, parent survey and program selection forms are copied and kept on record to be maintained in a safe, locked room.

4. The procedures and criteria for ELL placement :When a new student is recommended for screening through the LAB-R, the ESL teacher schedules the individual testing as soon as possible and provides feedback to the classroom teacher. Upon the hand-scoring of the assessment, the ESL teacher works with the teacher to assist the eligible ELL immediately. Parents are notified through direct telephone and in-person communication to discuss the results of testing and proposed program. Parents are given all appropriate forms

such as program entitlement letters as well as continued entitlement letters. At the beginning of the school year, the ESL teacher has printed out the most recent parent report of NYSESLAT results for each ELL student. Along with these reports, the ESL teacher has provided a continued entitlement letter to each student if he or she did not score "P" on the assessment. Any consultation, meetings and activities between parents are done in English and if requested, with translation of the suggested home language. Currently the ESL teacher provides an orientation explaining the school's current Freestanding ESL program. If there are a sufficient amount of students to form a bilingual class or enough parents of eligible students requesting a bilingual program, our school is required to create the appropriate program. Students are given the choice to opt for another school in the district and the school is responsible to contact the alternate school that offers a bilingual program for transfer options. The Parent Teacher Association holds monthly meetings that are well attended, as well as, special workshops on relevant curriculum issues. Parent attendance at fall and spring student conferences reaches approximately 85% across the grade levels. P.S. 171 also has a School Leadership Team (SLT) composed of parents, teachers and administrators, who meet monthly and attend district programs focused on parent and student issues. The Principal and/or his designee speaks at the monthly PTA meetings and hosts special parent meetings to ensure that parents have an overview of program opportunities for students eligible for ESL services.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, in following parent preferences, our school has maintained a Free Standing ESL Program for the past ten years. Approximately 90% of our parents have selected ESL as their first preference and 10% for a dual language program. The trend over the last few years is that the parents for students identified for ESL services is that parents prefer that their children receive instruction as much as possible within the regular classroom setting. Parents at PS/IS 171 have consistently requested for their children to be a participant in a ESL Free Standing Program where the ESL teacher pushes into the classroom to support core curriculum and provides individualized support outside the classroom as necessary. Data results from the Fall 2010 and Spring 2011 ELL Predictive Assessments confirm that ELL students have demonstrated significant growth with the Free Standing Program. For example, students in grades 3-4 increased from 76 to 84% in reading, 85 to 87% in writing and 82 to 88% in listening according to ELL results. Student in grades 5-7 increased from 82 to 87% in reading and 77 to 82% in writing. Students in grades 7-8 increased from 65 to 95% in reading, and 89 to 94% in listening. Running record data shows that students in grades 3-6 demonstrated at least one level growth and in some cases more than two levels during the 2010-2011 school year.

6. Program models offered at the school are in suggestion to parent requests. The ESL teacher ensures that their ELLs are strongly supported, whether it is from the implementation of native language support throughout all content areas, differentiated teaching and learning, guidance, modeling and scaffolding strategies.

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**	**Tot #**
Transitional Bilingual														**0**

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	2	2		1		2	3	2					13
Total	1	2	2	0	1	0	2	3	2	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	**Newcomers (ELLs receiving service 0-3 years)**	10	**Special Education**	5
SIFE	1	**ELLs receiving service 4-6 years**	6	**Long-Term (completed 6 years)**	3

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

	ELLs by Subgroups									
	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	Total
TBE										0
Dual Language										0
ESL	10	0	2	6	1	2	3	0	1	19
Total	10	0	2	6	1	2	3	0	1	19
Number of ELLs in a TBE program who are in alternate placement:										

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

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**
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	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	3		2		1		4	2	1					14

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
Chinese		1												1
Russian														0
Bengali	1	1						1	1					4
Urdu														0
Arabic														0
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	**5**	**2**	**2**	**0**	**1**	**0**	**4**	**4**	**2**	**0**	**0**	**0**	**0**	**20**

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?

Part IV. ELL programming and Scheduling

1. Instruction is delivered in multiple forms. Students identified as eligible for ESL services receive direct support from the ESL teacher from both a 'push-in' and 'pull-out' model in the regular education classroom. The ESL teacher works closely with the classroom teacher incorporating small group instruction and a co-teaching model to reinforce and develop specific skills related to language acquisition and reading comprehension. The ESL teacher maintains ongoing communication with classroom teachers and other support specialists regarding each student plan.. Ongoing training with refining teacher skills with differentiated instruction continues to be a major

focus for professional development.

2. As per the NYS CR Part 154 the mandated units of units of support for ELLs are maintained through push-in and pull-out services to encompass ESL and ELA instruction. The program model consists of the ESL teacher working with identified students during the English Language Arts (ELA)/Mathematics block of approximately ninety minutes several times a week in the regular classroom setting, as well as, providing small group instruction tailored to specific student content and language objectives for forty minutes several times a week. Beginners and Intermediate level students receive 2 ESL blocks and advanced students receive 1 ESL and 1 ELA units of study through both push-in and pull-out services. The regular education classrooms have a range of ability levels and are heterogeneously-based as supported in current research. To ensure that individual student needs are met, small guided groups and daily conferencing with students delineate the preferred model for the instructional program.

3. Content areas are delivered in each program in English with native language support (i.e. texts, dictionaries, internet resources). Instructional Approaches and methods used to make content and language instruction comprehensible for our ESL students reflect New York State ESL Learning Standards and Grade Level Performance Indicators. For example, for Standard 1, Performance Indicator 2: Students will listen, speak, read and write in English for information and understanding. Students at the PreK-1 level are providing with opportunities to listen, read, gather and discuss information from story and picture books and audio materials.. At the elementary level, grades 2-4, students are provided with opportunities to read, gather, view, listen to, organize, discuss and interpret information related to academic content areas including use of the Internet, audio and media presentations. While at the middle levels, grades 5-8, ESL students use resources including nonfiction books, reference books, magazines, textbooks, as well as, the Internet, databases, audio and media presentations, oral interviews, charts, graphs and diagrams to develop their skills

4. To ensure that ELLs are appropriately evaluated in their native language, our school orderse the New York State Math, Science and Social Studies assessments in all appropriate languages including Spanish, Russian, Haitian Creole, Chinese and French. All acuity and periodic assessments are also ordered and administered if necessary in the appropriate languages for our second language learners. Materials are always readily available for the testing of our ELL students.

5. Differentiating instruction for ELL subgroups is very important because the proficiency level of all students varies.

- SIFE students: Targeting skills that require all 4 modalities: Reading, Writing, Speaking and Listening. Using sheltered instruction to provide utmost guidance and modeling for these students with interrupted learning. Focusing on using Clear, procedural steps – for example, the science laboratory can be a confusing and potentially dangerous setting for English language learners. Present procedures clearly using flow charts, pictures, and outlines. Model laboratory activities – Demonstrate activities in front of class to ensure that English language learners can see the procedures before engaging in an activity. Pictorial guide – Provide a visual reference to glassware and other materials used in experiments and activities. Emphasizing school routines by reviewing all symbols including safety symbols and post them in the room. Using and referencing labels around the school and in the classroom as well.

- 0-3 year ELLs (including newcomers): The ESL teacher provides mainly a push-in model with limited pull-out services to improve speaking skills. The teacher utilizes the push-in model during content areas of science, social studies and ELA at least 7 periods every week. Collaborative co-teaching occurs between content area teachers and the ESL teacher to ensure strategies of comprehensible input are being used; this includes students being able to understand the essence of what is being said or presented to them, so that they can orally explain what they have just acquired. Teachers provide frequent opportunities for students to respond orally and to speak their ideas aloud. Strategies such as cooperative learning help students work with their peers to discuss the material constructively by giving and receiving feedback to one another. During group discussions, teachers can have students “retell” or “report back” the story to the group. Teachers also ask types of analytical, descriptive, interpretive questions consistently throughout lessons to encourage students to express both facts and opinions orally. Students will receive at least 5 periods of ELA during the week. The ESL teacher also pulls out a minimum of three periods to work on strategies in a writing workshop. Strategies that will be implemented by the ESL teacher, ELA teacher and other content area teachers are to have students keep a writing dialog. For example, students will be able to write about non-fiction topics while building a bridge into their personal experiences. Students will be able to intertwine creative writing along with factual information. Academic and creative writing journals will help students in developing ideas as well as fluency in their writing. Students will also increase their vocabulary stamina by keeping a personal word wall and taxonomy. Graphic organizers and mapping outlines will also be used to facilitate the writing process by keeping students organized at all times. Peer editing through checklists and rubrics will also allow students to pinpoint grammar and punctuation as well. Students will feel confident using strategies such as organizing, predicting, summarizing, and self-monitoring during writing. Teachers will also provide students with writing assignments that allow them to create a personal bridge or connecting between prior knowledge and the new information.

A. Programming and Scheduling Information

- 4-6 year ELLs

Continuing to keep the curriculum rigorous and challenging for these ELLs who have been receiving services. It is important to continue the support by making all work age-appropriate and ideal. Continuing to make lessons meaningful where students are able to continue to make a bridge or connection from the prior knowledge to the new information. The ESL teacher will continue to communicate with content area teachers to provide support across all modalities in different subject areas.

- Long term ELLs

Our Long Term LEP/ELLs of P.S./I.S. 171 are continually receiving services through our Free-Standing ESL program with a push-in model and limited pull-out by the certified ESL teacher. Consulting long-term ELLs is an on-going process. The school based support team meets weekly to report progress of ELL's academically and socially to ensure that differentiated instructional strategies and approaches are implemented to meet the needs of our learners. Results of ELL periodic assessments, ELA, Math and Science data is reviewed monthly by the principal, support specialist, and classroom teachers to ensure long term ELL's are making steady progress and meeting promotional and graduation requirements.

6. The instructional strategies and grade-level materials that teachers of ELL-SWDs use many strategies to develop both the social and academic level of English. As previously described, the ESL teacher, classroom teachers and support specialists are expected to differentiate instruction for our English Language Learners through a variety of strategies and accommodations. The ESL teacher consults with the classroom teachers to provide strategies (such as modeling, guided reading and writing, pacing, differentiated graphic organizers) within the regular classroom setting to ensure that ongoing needs of students are met. Support specialists meet weekly to discuss student progress of students receiving special education services and ESL services. A comprehensive data base of testing accommodations for students is maintained by administration and monitored closely during state and city testing. Accommodations include extra time and alternate setting. There are currently five students identified as ELL's who also receive special education services. Three students are placed in a CTT environment class, One student receives support through the SETSS teacher and one student is placed in a self-contained classroom. These students are provided with specific differentiated strategies as prescribed in their Individual Education Plans including additional accommodations for testing.

7. Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. PS/IS 171 incorporates curricular, instructional and scheduling flexibility to meet the diverse needs of English Language Learngers (ELL) and Students with Disabilities (SWD) in a variety of ways. ELL students are provided with 'push-in' model support to ensure that they receive individualized and small group instruction to meet their ongoing needs. In addition, ELL students participate in small group extended day programming to reinforce new learning. The core curriculum for English Language Arts, Mathematics, Social Studies and Science is differentiated to ensure that all developmental levels are met during daily instruction. Students requiring modifications and/or accommodations are provided with these according to individual action plans. The ESL teachers works collaboratively with the classroom teachers and other support specialists to plan and implement small guided groups and develop units of study that differentiate appropriate for student needs. Grade level teams meet weekly to develop and revise curriculum maps reflecting the new common core standards. The ESL teacher provides guidance and input to ensure that ELL student needs are met. In the same manner, the SETSS teacher works within the classroom setting and provides individualized support to ensure that students eligible for special education services are provided with appropriate support as designated in their IEP's. The SETSS teacher also works collaboratively with classroom teachers and provides extended day support for students as well.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction

Native Language Arts	
Social Studies:	English
Math:	English
Science:	English
Social Studies	English
Spanish as a foreign langauge	Spanish

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
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.

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. Students who would benefit from ESL support in mathematics are provided with 'push-in' and small group servicing focused on understanding multi-step directions in solving word problems. Students also participate in six week extended day programs with direct support from the ESL teacher. In addition, the ESL teacher develops instructional resources and units of study for classroom teachers to use for reinforcement and differentiation with ELL students within the general classroom setting. This ongoing collaboration serves to benefit ELL students throughout the school day. Students also receive support for content curriculum in social studies and science, as needed, through 'push in' support and small group work. The focus is helping students to use graphic organizers to break down the information and scaffolding new concepts to ensure that ELL students have sufficient background information. The ESL teacher provides resources for the classroom teachers as well to support differentiation at all levels.

9. Transitional support for English language learners reaching proficiency on the NYSESLAT include close monitoring of academic performance by school guidance counselors at the elementary and middle school levels, as well as, administrative review of testing and portfolio data with classroom teachers, grade level teams, coaches and support specialists. The ESL teacher continues to consult with classroom teachers to follow up on former students on a trimester basis. Students at the middle school level, also benefit from 'push-in' support from the literacy coach and SETSS teachers in their core content areas. Students at the primary level, receive individualized support, as needed, through the State Reduction Teachers at grades Kindergarten to Grade two.

10. The title III after school program will be a continuous program with updated curricula with improvements such as emphasis on technology and current event news.

11. There will be no programs/services discontinued for our ELLs.

12. ELLs are afforded equal access to all school programs including our supplemental TITLE III after school program which is offered to our current mandated ELLs along with our former ELLs. At PS/IS 171 English Language Learners (ELL;s) are provided equal and priority access to all school programs. They participate in all cluster specialist classes offered in the school including: Music, Technology, Physical Education/Movement, Studio-in-a-School, Chess in the Schools and all special assemblies (i.e. Hispanic Cultural, etc.). ELL students are also encouraged to participate in our afterschool programs offered through a variety of partnerships including Harlem Center for Education (HCE), Hunter Tutorial Program, G.O.A.L. Program and Chess After School Program. In addition, we offer C.H.A.M.P.S. Program activities for students. Other school partnerships include: Horticultural Society, 92nd Street Y, Museum of City of New York, Lincoln Center, Urban Advantage, Mt. Sinai and Academy of Medicine.

13. Classrooms are equipped with an extensive library of quality literature at a range of levels to provide for the developmental, cultural and interest needs of students. These trade books are leveled using the Fountas and Pinnell system and represent a wide range of genres including both fiction and non-fiction. Language acquisition is also supported through use of visuals, graphic organizers, listening tapes, audio-visual materials, computer technology and hands-on resources. Lessons are formatted to be multi-sensory to ensure that visual, auditory and tactile reinforcement is provided for students. Every classroom is also equipped with a SmartBoard where students are able to engage in interactive lessons. Overhead projector, tape recordings, DVD's and other high-interest materials are integrated within the context of each lesson and units of study. The computer teacher works closely with the ESL and classroom teachers to provide suggestions for software and internet activities to coordinate with skills and content learning. Specific software programs are incorporated within instruction to meet the individual and ongoing needs of identified students.

14. Native language support is delivered in our Freestanding ESL program through text support such as glossaries in the first language, translated dictionaries, visuals with translated labels, and several native language texts

16. For newly enrolled ELL students, the ESL teacher comes in to greet and meet parents of all newcomer ELLs to create a warm learning

environment for the student and the parent (s). Parents can feel free to ask questions.

17. Language electives that are offered to ELLs currently is Spanish.

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)?

NO DUAL LANGUAGE PROGRAM IN THIS SCHOOL.

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. The professional development plan for all ELL personnel at the school includes the ESL teacher attending professional development sessions offered by the Department of Education as well as through private affiliated organizations to increase student achievement by meeting the diverse educational needs through a planned and systematic approach to curriculum, instruction and assessment. Professional development at the school level is ongoing and continuous through grade level team meetings, faculty conferences, network workshops, DOE workshops and university affiliated programs.

For the 2011-2012 school year, teachers receive ongoing professional development through faculty workshops, grade level meetings that focused on differentiated instruction, common core standards and the Charlotte Danielson Framework for Teaching. Specific strategies were provided for students receiving special education and ESL support. Teachers continue to meet monthly with administration to review individual student progress from data to discuss specific 'action plan' strategies to improve student performance. Professional development continues to emphasize the importance of incorporating a multi-sensory approach, at the elementary level, in the implementation of lessons and units of study. Teachers have been provided with specific strategies related to differentiating instruction through a series of school-based professional development workshops. This has included demonstration lessons focused on strategies specific to English language learners and students receiving special education services. During our September and November full day school-based workshops, teachers received in-depth training to meet the diverse needs of our different sub-groups with regard to vocabulary across all grades and content specific words, questioning and discussion techniques and engaging students in learning. Teachers will also be offered several workshops on Monday afternoons focused on specific curriculum, best practices strategies and utilization of data sources. In addition, teachers will continue to attend programs offered through Children First Network (CFN3), Department of Education (DOE) offerings, New York City partnerships and university affiliated programs.

2. Patrick Henry (P.S. 171) has two guidance counselors who work diligently to monitor student progress, address social and emotional concerns and consult with teachers about 'at risk' students and students receiving special services. They serve as members of a multi-disciplinary team that meets regularly to review student needs and provide necessary support. In this regard, the elementary guidance counselor provides parent workshops focused on the sixth grade placement process and meets with students in small groups. At the middle school level, the guidance counselor offers parent workshops regarding the high school selection process, meets with classes and small groups to assist students in the process and then coordinates the transfer of records to their new schools. Support specialists, including the speech and language pathologist, ESL teacher, special education teachers, literacy coach, math specialist, academic intervention specialist and school psychologist work collaboratively to support students as they transition between levels.

3. The ESL teacher informs other classroom teachers of strategies and skills to increase the level of effective instruction. The ESL teacher also provides in-house workshops before and after school for teachers who have ELLs in a classroom to meet the requirement of 7.5 hours of ELL training for all staff, including non-ELL teachers. The ESL teacher also attends weekly grade level meetings from K-8 including content area teacher meetings (social studies, science, math, ela for the middle school level) to discuss and inform teachers of specific strategies to meet the needs of the ELL students and to enforce all types of differentiated instruction. Differentiated instruction is a school wide goal. Records are kept through teacher conferencing files as well as curriculum/weekly plans distributed to each teacher. Mainstream teachers and the ESL teacher closely communicate through an ongoing response/feedback form every two weeks.

E. Parental Involvement

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

1. PS/IS 171 provides a variety of parent engagement activities targeted toward parents of ELL's that are focused on increasing student achievement.
The ELL teacher and Literacy Coach design training modules and host Parent Workshops to support vocabulary development, reading comprehension, study skills and use of technology to reinforce learning. The workshop materials used are translated and interpretation support provided in the dominant languages spoken by parents in the school. The school hosts a Curriculum Night in September and provides resources for parents through online website - www.ps171.org as well as sending home monthly newsletters. Parents are also trained to be able to access student data using ARIS Parent Link.
2. Parents are provided with translation services for science field trips including Museum of Natural History and New York Botanical Gardens s and Bronx Zoo through our partnership with the Urban Advantage Program.In Pre-Kindergarten – Kindergarten, parents will benefit from nutrition workshops through the "Eat Well, Play Hard" grant received this summer. Parents also benefit from ongoing partnerships with Mt. Sinai, Harlem Center for Education and the GOAL Program.
3. According to results of the of the Learning Environment Survey, parents at P.S. 171 agree that the school communicates effectively and keeps parents informed about school and community issues throughout the year. The Parent Teacher Association holds monthly meetings that are well attended, as well as, special workshops on relevant curriculum issues. Parent attendance at fall and spring student conferences reaches approximately 85% across the grade levels. P.S. 171 also has a School Leadership Team (SLT) composed of parents, teachers and administrators, who meet monthly and attend district programs focused on parent and student issues. The Principal and/or his designee speaks at the monthly PTA meetings and hosts special parent meetings to ensure that parents have an overview of program opportunities for students eligible for ESL services. Parents of students participating in the program are invited to a 'welcome back' meeting at the start of the school year. In addition, parent attendance at the PTO meetings are 85% where at least 35 parents attend.
4. The ESL Teacher, Guidance Counselors, Administrators, Parent Coordinator and Family Assistant are always available to speak with parents who have questions or concerns about their child's participation. In addition, the Guidance Counselors offer monthly workshops focused on parenting issues and the transition between levels. The counselors are available to meet with parents on an individual basis as well as with translation services as needed. Parents may schedule conferences with the ESL teacher, support specialists or coaches throughout the year.

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)	1	1			1									3
Intermediate(I)		1												1
Advanced (A)	3		2				4	4	2					13
Total	4	2	2	0	1	0	4	4	0	0	0	0	0	17

NYSESLAT Modality Analysis

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3			2		5				7
4			1				4		5
5			1		3				4
6			3		1		1		5
7			2		3				5
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							5		5
8					1				1
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. The assessment tool that our school uses to assess the early literacy skills of our ELLs include ECLAS2, Fountas and Pinnell Reading running records, and Accelerated Reader software.
2. Data patterns across proficiency levels (beginner, intermediate, advanced levels)shown from the RNMR report of past assessments (LAB-R and NYSESLAT) show a 60% increase of meeting an annual measurable achievement in the progress of learning English.
3. Patterns across the NYSESLAT modalities- reading/writing/speaking/listening affect instructional decisions because in examining assessment results of the NYSESLAT from 2010-2011, there are a number of steps taken to ensure that student progress is analyzed longitudinally across different modalities. As part of this process, the ESL teacher reviews the NYSELAT results for each student's from previous year in four modalities: listening, reading, speaking and writing to assess individual progress. Each strand is analyzed according to component skills to better understand individual results. A typical pattern that emerges is students lag behind in their written expression due to the lack of vocabulary and syntax miscues. This occurs because their native language syntax is different and the transfer is difficult for the students. In reading, one of the major problems is fluency which interferes with student comprehension because they are preoccupied with basic decoding of vocabulary in context rather than comprehending the text. In the modalities of listening and speaking, our ESL students tend to do fairly well according to the results of the NYSESLAT Modality Report. The information gained from in-depth analysis of the NYSESLAT (RNMR) provides essential information for curriculum planning, skill development, pacing and sequencing of comprehension strategies and accountable talk (think-alouds, think-pair share)activities to increase fluency and comprehension. The results indicating the strengths and weaknesses of individual students inform the instructional program both within the regular classroom setting and the individualized support of the ESL teacher.
4. ELLs are faring in tests taken in English as compared to the native language are shown in our School Accountability report. In ELA, 100% of our Hispanic and Latino spanish speaking students have made AYP. According to the accountability report, 100% of our Hispanic and Latino Spanish speaking students have also made AYP in the New York State Math assessment. ELL periodic assessments (Fall and Spring) for 2010-2011 have shown a substantial increase in all four modatlities : Listening, speaking, reading and writing across all grades 3-8. Running records for grades 1-8 as well as ECLAS results show an increase of our ELL learners in English proficiency in reading and writing as compared to their native language.
5. No Dual language program present
6. To evaluate the success of our ESL Freestanding Program, Patrick Henry School (P.S. / I.S. 171) provides extensive support for all students attending our school. The goal is to provide the necessary support within the least restrictive environment that will ensure that our students are successful in their school experience – academic, social and emotional. Students eligible for ESL services are monitored closely by the ESL teacher in coordination with other support specialists including special education, academic intervention, speech and language, literacy coach, guidance counselors and administration. Constant item analysis of both informal and formal assessments assist the ESL teacher's instruction as well as the student's progress of acquiring the English language across all content areas. Student checklists, student exit slips, student to teacher journals, rubrics, feedback and reflection forms all assist in the monitoring of student development. Acuity and NYSTART results also assist in the study of student assessment. Renaissance reader software also shows tangible results in students' reading performance. We believe that every student can be successful in accessing the core curriculum when provided with the necessary support and resources. During the 2011-2012, we will continue to dedicate our efforts toward maximizing student achievement for students participating in our Free Standing ESL Program.

Additional Information
Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
I have attached AMAO 1 Report chart, ELL periodic assessment results Chart, Running Records results.

Part VI: LAP Assurances

School Name: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 04M171 **School Name:** Patrick Henry (PS/IS 171

Cluster: _____ **Network:** CFN 532

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.

Parents of all incoming students are asked to complete the New York City Department of Education "Parent / Guardian Home Language Identification Survey". Using the information gathered from the language survey and parent interviews, the school determines individual written translation and oral interpretation needs to ensure that all family members of the school community are provided with appropriate and timely information in a language that they can understand. There is a bilingual (Spanish) Family Assistant at P.S. 171 who provides translation support, as necessary, for students and parents. The school social worker also provides translation support (Spanish) to families throughout the school year. In addition, there are several parent volunteers who help to facilitate communication with parents and family members who require translation or clarification.

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.

The Family Assistant has provided written translation and oral interpretation services for parents over several years. According to past data, there are relatively few parents who require bilingual Spanish translation services at P.S. 171. Most parents have adequate expressive and receptive language skills in English. However, translation services are routinely offered to parents and important school communications are forwarded in both English and Spanish.

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.

Written translation services are provided to parents for a number of purposes throughout the school year. Important communications from the school or district are translated into Spanish prior to being sent home. The Family Assistant provides ongoing written bilingual translation services for all parents. The school social worker provides support and translation services to families throughout the year.

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

Oral interpretation services are provided for all parents and family members who require assistance at school related meetings. Parents attending school conferences and/or educational planning conferences including annual reviews are routinely provided with translation services as needed. This is facilitated through the Family Assistant, school social worker or bilingual paraprofessionals. In addition, parent volunteers are available to assist with the process.

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.171 believes in the importance of ensuring that all Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education as described by the Department of Education. In this regard, the school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance within the required time frame of thirty days. As described, the school provides interpretation services for parents at group and one-on-one meetings such as parent conferences upon request to ensure that parents communicate effectively with the school regarding critical information about their child's education.