



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/IS 171
DBN (i.e. 01M001): 04M171
Principal: MR. DIMITRES PANTELIDIS
Principal Email: DPANTEL2@SCHOOLS.NYC.GOV
Superintendent: MS. ALEXANDRA ESTRELLA
Network Leader: MR. BEN SOCCODATO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mr. Dimitres Pantelidis	*Principal or Designee	
Mr. Alex Stimmel	*UFT Chapter Leader or Designee	
Ms. Gezelle Dubois-Ramos	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. Jennifer LaFond	Member/ Parent	
Ms. Delmy Fonseca	Member/ Parent	
Ms. Jasainia Ramos Lopez	Member/ Parent	
Ms. Allyson Browner	Member/ Parent	
Mr. Aharaon Schultz	Member/ Teacher	
Ms. Donna Kim	Member/ Teacher	
Ms. Jeanne Stein	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, students in Kindergarten through Grade 2 will demonstrate at least two levels increase on Running Records from September to June through alignment and refinement 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 results from the New York State Spring testing in 2012 and 2013, 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 Learning Standards that would result in more rigorous curriculum and instruction for all students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide teachers with professional development and resources focused on Common Core Standards, alignment of performance tasks and portfolio evidence.
2. Provide teachers with professional development and resources for implementation of the new Pearson Ready Gen Reading Program.
3. Provide professional development to increase repertoire of teacher skills to engage students in higher order thinking and deep reasoning.
4. Provide professional development to increase teacher understanding of Depth of Knowledge (DOK) to increase reading comprehension skills.
5. CFN facilitator will support grade level teams with differentiating units of study to ensure all student subgroups are provided with necessary rigor and challenge.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Coaches, Data Specialist, All teachers in Kindergarten through Grade 2 including ESL, SETSS and Cluster Teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will meet in grade level teams and cross functional teams to review student data gathered from running records, portfolio assessments and pre and post unit tests to assess student progress.
2. Running records will be administered on alternate months (September, November, January, March, May/June and individual and class progress charts will be maintained. Results will be analyzed by classroom teachers, special education teachers, ESL teacher and literacy coach. Principal will review data during monthly data conferences with teachers.
3. At midyear, in January 2014, teachers will review student growth with running records from September – January. An individual action plan will be developed for any student who does not demonstrate minimum growth of at least one reading level.
4. Teachers will complete evaluations following each professional development activity to guide follow-up training sessions.
5. Grade level teams will maintain a team meeting log with agendas, summary sheets, student work protocols, case studies.
6. Principal will keep electronic grade level curriculum maps and update with revisions periodically.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Principal will develop weekly/monthly grade level team meeting schedule to ensure ongoing articulation.
2. Grade level teams will meet weekly to analyze selected Common Core Standards to identify gaps in curriculum and student skills as evidence by student/work assessments using Student Work Protocol.
3. Principal will conduct monthly data conferences focused on individuals, subgroups and whole class progress according to a variety of data sources including Accelerated Reader Reports, Conferencing Notes, Running Records and Portfolio Pieces.
4. Grade level teams will meet weekly focused on sharing data and identifying patterns and trends in student performance.

5. Running records will be administered alternate months to gauge reading comprehension and vocabulary development as part of portfolio process.
6. Support services will continue to implement revised 'push-in' model to promote small guided groups for instructional support.

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).

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 language 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 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 offered training on how to use ARIS Parent Link and Accelerated Reader Program.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	X	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

As a Title I School-wide program school, we will incorporate Conceptual Consolidation which 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 maximize our budget resources to improve student achievement. The following account allocations provide funding to implement the action plan strategies for this goal:

- Non-Fiction Library Books – TL NYSTL Library Books
- Ready Gen Texts – TL NYSTL Textbooks (Core Curriculum)
- ESL Teacher – TL Fair Student Funding
- SETSS Teacher – TL RS IEP Teacher
- Per Session Funds – TL Citywide Instructional
- Supplies – Title I SWP

Goal and Action Plan #2

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 2014, 100% of classroom teachers in grades 3-5 will develop a minimum of one complete unit from Pearson 'Ready Gen' reading program and one complete unit from 'Go Math' program that is aligned with the Common Core Learning Standards (CCLS). In grades 6-8, teachers will develop a minimum of one complete unit from Scholastic 'Code X' reading program and Pearson 'Connect Math' program that is aligned with Common Core Learning Standards (CCLS) to enhance their instructional program.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 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.
2. Teachers in grades 3-5 will be provided with professional development focused on full implementation of new 'Ready Gen' reading program through attendance at summer workshop training and ongoing training during the school year.
3. Teachers in grades 3-5 will be provided with professional development focused on full implementation of new 'Go Math' program through attendance at summer workshop training and ongoing training during school year.
4. Teachers in grades 6-8 will be provided with professional development focused on full implementation of new 'Code X' reading program through attendance at summer workshop training and ongoing training during school year.
5. Teachers in grades 6-8 will be provided with professional development focused on full implementation of new 'Connect Math' program through attendance at summer workshop training and ongoing training during school year.
6. CFN Consultants will provide support to grade level teams with differentiation of lessons and implementation of units of study.
7. Principal will introduce teachers to research based articles to increase knowledge regarding higher order questioning strategies to accelerate student learning.
8. Principal will support teacher teams through scheduled team meeting times, data conferences, Inquiry teacher team work and faculty workshops.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, Grade Level Team Leaders, Support Specialists, all Teacher in grades 3-8 including ESL, CTT, SETSS and Cluster Teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will administer pre and post assessments for each unit of 'Go Math' and 'Connect Math' programs, in addition to other formative assessments.
2. Teachers will administer informal reading assessments including running records, fluency checks and short and extended reading responses as part of each reading selection and/or unit.
3. Principal will meet monthly with individual teachers for data conferences to review and discuss student progress with regard to current assessment data.
4. Teachers in grades 3-8 will administer two reading comprehension simulations (fall and spring) to assess specific reading skill development.
5. Teachers will use specific school-wide curriculum map format to revise their reading and math curriculum maps.
6. Teachers will use specific school-wide team meeting protocol to document team meeting agendas and notes.
7. Teachers will use specific school-wide 'Student Work Protocol' to analyze student work progress.
8. Teachers will maintain team meeting agendas and notes in grade level loose leaf binders and submit electronically as requested.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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, inter-visitations and coaching with consultants. 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.
2. Teachers will be provided with resource materials and technology-related instructional support to coordinate with new 'Ready Gen' and 'Go Math' programs.

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).

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 language 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 offered workshop training on how to access ARIS Parent Link.

Parents of middle school students (grades 6-8) will be introduced to the Engrade Online Program to enable them to access student progress in each core subject area daily/weekly during the semester.

Parents of students in grades 5-8 will be provided with information and training to access Achieve3000 Reading Comprehension Program to enable them to support their child's learning at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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 improve student achievement. The following account allocations provide funding to implement the action plan for this goal:

- Scholastic Code X – TL NYSTL Textbooks (Core Curriculum)
- Pearson 'Go Math' – TL NYSTL Textbooks (Core Curriculum)
- Achieve3000 – TL Fair Student Funding
- Supplies – Title I SWP
- Literacy Coach – TL Fair Student Funding
- Scholastic Code X Professional Development – TL Fair Student Funding
- Per Session – TL Citywide Instructional

Goal and Action Plan #3

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 2014, 100% of classroom teachers and specialists will demonstrate knowledge of the components/elements within the four domains of Charlotte Danielson's Framework for Professional Practice through collaborative team planning, development of classroom environment, common core aligned instructional strategies and professional growth and development.

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 school-wide implementation of effective teaching behaviors from Danielson's Framework for Effective Teaching a top priority for all teachers from Pre-Kindergarten through Eighth grade level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Review in-depth specific components of Charlotte Danielson 'Framework for Effective Teaching' through weekly professional development activities.
2. Set school-wide monthly expectations with 'Look Fors' focused on specific components/ elements for each Domain.
3. Principal will conduct weekly walk through's and provide feedback regarding 'Look Fors' of specific Domain each month.
4. Instructional Cabinet will develop series of professional development activities focused on teachers gaining 'deep' knowledge base of domains.
5. Principal will provide professional development in September, November and June through Danielson Group consultant, Elaine Phillips.
6. Principal will purchase Danielson resource books: Enhancing Professional Practice: A Framework for Teaching and Implementing the Framework for Teaching in Enhancing Professional Practice – for each teacher.
7. Teachers will incorporate Danielson best practices within common core aligned revised curriculum.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Staff Developers (internal and external), Teachers in Grades Pre-K-Grade 8, ESL, CTT, SETSS and Cluster Teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will complete reflection sheets following the completion of specific professional development activities from Danielson Framework.
2. Teachers will complete professional development activities and share with assigned table group/whole group weekly.
3. Principal will conduct weekly walk through's focused on specific components from Danielson Framework and provide feedback to teachers.
4. Teachers will be provided with 'Look Fors' for each Domain to clarify expectations for classroom teaching and learning environment.
5. Principal will observe teacher effectiveness during informal and formal observations and provide verbal and written feedback.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Principal will establish Thursday afternoon time for school-wide professional development focused on Danielson model.

Principal will purchase professional resource material and books to support teacher learning: Enhancing Professional Practice: A Framework for Teaching and Implementing the Framework for Teaching in Enhancing Professional Practice as part of November full day Danielson program given by Elaine Phillips from the Danielson Group.

Principal will meet weekly with Instructional Cabinet to plan professional development activities for staff.

Principal will develop and distribute weekly newsletter highlighting specific components from each domain for teachers.

Principal will develop 'Look For' checklists for each domain coordinated with monthly Danielson focus and professional development.

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).

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, February and April vacations. In addition, students will be given a summer vacation packet with written assignment due in September.

Teachers will send home 'Accelerated Reader' reports describing student progress with independent reading comprehension.

Parents with students in grades 6-8 will be able to access student progress in core subjects through the Engrade Program.

Parents with students in grades 5-8 will be able to access student reading progress and work their children at home through Achieve3000 Reading Program.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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 support system-wide implementation of a research based rubric that promotes teacher self-reflection, increased rigor within curriculum, pedagogical growth and engagement of students. The following account allocations provide funding to implement the action plan for this goal:

- Danielson Professional Development – TL Fair Student Funding
- Per Session – TL Citywide Instructional
- Supplies – Title I SWP

Goal and Action Plan #4

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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, Close Reading	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

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Mentors are assigned to support new teachers to the system-wide approaches for English Language Arts and Mathematics and implementation strategies for curriculum, instruction and assessment.</p> <p>Team Leaders provide support for new teachers with regard to grade level initiatives, collaborative inquiry, data analysis and curriculum maps.</p> <p>Literacy Coach provides support for new teachers through weekly conferences and classroom support.</p> <p>Administrative staff provides support and resources to assist new and veteran teachers with implementation of Danielson 'Framework for Effective Teaching' and Instructional Expectations for 2013-2014 from the Department of Education.</p> <p>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.</p> <p>Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified classroom teachers and specialists.</p> <p>Principal has partnerships with Hunter College, State University at Plattsburgh and Adelphi University with regard to student teacher placements at PS/IS 171</p> <p>Administrative staff works closely with Children First Network 532 Human Resources to ensure that all staff members meet required documentation and assessment deadlines.</p>

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All teachers were encouraged to attend DOE Summer Training for new Pearson 'Ready Gen' Reading Program, Scholastic 'Code X' Reading Program, 'Go Math' and 'Connect Math' held during July and August, 2013.</p> <p>All teachers (Pre-K-Grade 8 and Clusters) and paraprofessionals are participating in weekly Danielson Framework professional development on Thursday afternoons and full day programs in September, November and June.</p> <p>All teachers (K-5) are participating in Pearson 'Ready Gen' and 'Go Math' professional development during full day workshops scheduled, in-school training and Saturday morning programs.</p> <p>All teachers (6-8) are participating in Scholastic 'Code X' and Pearson 'Connect Math' professional development during full day workshops scheduled and in-school training sessions.</p> <p>Classroom teachers meet monthly with Principal and Assistant Principal to review class/student data with regard to student progress (individual, class, subgroups).</p> <p>Classroom teachers and support specialists are provided with ongoing support with consultants from CFN 532 Network.</p> <p>Teachers in grades 6-8 are provided with professional development through Urban Advantage program.</p>

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
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 plans described in this document. It will provide the necessary funding to support student academic, as well as, social/emotional identified needs of all students including students receiving special services, ESL support, guidance and extended day.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

PS/IS 171 has two Pre-Kindergarten classes within our Pre-K to Grade 8 school. Students in our Pre-Kindergarten program participate in regular science, music, movement and art programs similar to elementary students. They have access to technology resources both within their own classrooms (computers, iPads), as well as, the elementary computer lab. Pre-K teachers participate in all school-wide professional development and follow grade level meeting protocol and procedures. Teachers meet monthly with administrators to discuss student progress and maintain portfolio data for each student. Parents of pre-K students are encouraged to participate in monthly PTO meetings and attend parent-teacher conferences. Students who are identified as in need receive special education services and/or ESL intervention.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers will meet in grade level teams and cross functional teams to review student data gathered from running records, city and state assessments, portfolio assessments and pre and post unit assessments.

Teachers in grades K-5 will administer running records and expect for each student to increase at one reading level by January 2013 and a second reading level by June 2014.

Grade level teams will work collaboratively to develop common pre and post assessments for extended day units.

Teachers will participate in 'Learning Walks' to observe colleagues with implementation of Danielson Framework.

Teachers will participate with inter-visitations with regard to differentiated instructional strategies.

Teachers will have opportunity to assist with planning Thursday professional development activities.

Teachers will have option to select formal/informal observation format with teacher evaluation process.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

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 (or Parent-Teacher 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 (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will 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. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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 accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent 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 (or Parent-Teacher 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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 04	Borough Manhattan	School Number 171
School Name Patrick Henry Preparatory		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal D. Pantelidis	Assistant Principal D. Zararis/V. Gaffney
Coach Jeanne Stein	Coach
ESL Teacher Donna Kim	Guidance Counselor Danielle LaSanta
Teacher/Subject Area Aaron Schultz	Parent Gezelle Dubois-Ramos
Teacher/Subject Area Alex Stimmel	Parent Coordinator Diane Spears
Related Service Provider Amy Kopchains	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	673	Total number of ELLs	18	ELLs as share of total student population (%)	2.67%
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Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	13			3			2			18
Total	13	0	0	3	0	0	2	0	0	18

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	1	2	1	1		2	2					14
Chinese		1												1
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1					1					2
TOTAL	3	4	1	3	1	1	0	2	3	0	0	0	0	18

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3			4
4		1			1
5	1				1
6					0
7		2			2
8	3				3
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		2						3
4			1						1
5	1								1
6									0
7	1		1						2
8			3						3
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							1		1
8			1		2				3
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tool that our school uses to assess the early literacy skills of our ELLs include Fountas and Pinnell Reading running records, Accelerated Reader software, and Achieve 3000, Student Portfolios, NYC performance assessments, RALLY simulations, Teacher conferencing, CAFÉ/FACE model. These forms of quantitative data report detailed improvements of lexile performance, how students perform on certain reading comprehension, and writing activities according to the new common core standards.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels (beginner, intermediate, advanced levels) shown from the RNMR report of past assessments (LAB-R and NYSESLAT) show a 47% increase of meeting an annual measurable achievement in the progress of learning English. Majority of our ELLs have made an increase in proficiency level mainly in speaking and listening portions of the exam.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across the NYSESLAT modalities- reading/writing/speaking/listening affect instructional decisions because in examining assessment results of the NYSESLAT from 2013-2014 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 NYSESLAT 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. Also, with the new alignment to the common core standards, students are required to be more descriptive and detailed in their statements. Students are also required to read diagrams or maps using proper vocabulary in context. 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. For each program, answer the following:
 - a. 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?

A.) 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 ELA and Math assessment. ELL periodic assessments (Fall) for 2012-2013 have shown a substantial increase in all four modalities : Listening, speaking, reading and writing across all grades 3-8. Running records for grades 1-8 as well as Accelerated reader results show an increase of our ELL learners in English proficiency in reading and writing as compared to their native language.

B.) The school leadership and teachers are using the results of the ELL Periodic Assessments to focus on specific language objectives associated to the content objectives of each thematic unit. Using the ELL data as benchmarks for each individual student is evident. Also ELL data is used to analyze student progress as part of monthly data conferences with administration to tackle specific reading, writing, listening and speaking goals.

C.) The native language is used to build background and bring cultural awareness into the classroom to promote learning of the English language. For example, when teaching specific vocabulary, cognates are used to help students find a middle ground between their native language and English. Teachers can observe the proficiency in the first language to better understand the students' learning progress of the second target language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school ensures that all teachers provide students with a strong TIER 1 instruction. Technology is highly used through computers, ipads, macbooks, computer labs in grades K-5 to strengthen the core instruction. Teachers use the data to properly plan and execute lessons aligned to the common core by providing many forms of comprehensible input, planning and preparation, strategies, building background, positive interaction, strategic grouping, constant practice, and lastly assessment pieces. Upon maximizing all strategies within the classroom, the ESL teacher as part of the School Based Support Team work collaboratively with teachers and parents to assist TIER 2 and TIER 3 students by a push-in or pull-out system made for smaller groups.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher as well as all content area teachers emphasize the needs of our ELLs while planning all lessons. Focusing on TIER 1, TIER 2, TIER 3 vocabulary words allow students to be able to read, write, listen and speak using the proper academic language to fulfill the lesson objectives. Teachers keep in mind of strategic grouping as well as using most appropriate strategies such as modeling, think alouds, story mapping, role-playing, and having ample amount of resources. The most important component would be to truly understand and know your ELL learner and his or her learning style to best suit his/her needs to facilitate the learning of the second language.
7. 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?

NOT APPLICABLE

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
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. AMA01 and AMA02 data, School Progress Reports, Acuity, ARIS, L2RPT results also assist in the study of student assessment and progress/success. 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 2013-2014, we will continue to dedicate our efforts toward maximizing student achievement for students participating in our Free Standing ESL Program.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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 Achievement Test are constantly occurring 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. 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.
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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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. 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.
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher as well as the SETTs Educator have worked together to administer all sections : READING/WRITING,

LISTENING/SPEAKING sections to all ELL students. The SETT's educator is not in direct service to the ELLs, therefore unbiasedly administers the sections of the test as the ESL teacher monitors. Before testing, both teachers are trained with all scoring rubrics for each modality of the assessment. Upon testing all students individually for the speaking portion, the remaining portions of the test are given to students in small groups in a comfortable setting.

6. 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.) 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. [i](#)
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 Transitional Bilingual Education 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 Spring NYSESLAT 2012-13 confirm that ELL students have demonstrated significant growth with the Free Standing Program and several students have scored proficient. For example, students in grades . 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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. 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)?

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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 provided 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native language, our school orders 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. Also, students whose native language is Spanish also partake in our foreign language program as part of their curriculum. Students are assessed at the end of the year with the Spanish proficiency exam and Spanish Regents if applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE students: The ESL teacher collaborates with the content teachers, parents, community to embrace the cultural difference of the SIFE students to create a warm environment for the students to thrive in. The teacher emphasizes on the socio economic needs of the students to increase confidence in order to build a nurturing relationship. Small groupings and counseling services are put in place to offer personal attention and support to each SIFE student through a pull-out and push-in model. P.S.171 has a plethora of extracurricular programs after school that revolve around the areas of music, arts and sports allow students to get involved and flourish. Our extended day program also focuses on those small groups of SIFE students to further support students academically in either English Language Arts or Math. The use of technology is also a main tool used to facilitate the learning for our SIFE students. The program Achieve3000 is tailored to students who need all the scaffolding and differentiation possible. This program is also offered in Spanish, where students can listen, read and complete different activities based on their lexile level in Spanish. Most importantly, Sheltered instruction is increased and modified so that subject matter is more comprehensible to students with limited vocabularies. The increased use of visuals, collaborative learning activities, and demonstrations/modeling at all times is also present. Emphasizing school routines by reviewing all symbols including safety symbols that are posted in the room and around the building are key components of practicing everyday school life. Also remedial intervention services are implemented to provide basic English skills needed such as phonics, phonemic awareness, vocabulary for survival, and comprehension.

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.

4-6 years: 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 continues to communicate with content area teachers directly in meetings or by a circluating conference sheet indirectly to provide support across all modalities in different subject areas.

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.

7. 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?

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 six 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 receives services from the Speech Therapist. These students are provided with specific differentiated strategies as prescribed in their Individual Education Plans including additional accommodations for testing.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 Learners (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:			
Math:			
Science:			

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

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

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

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

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

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.



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

9. 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.

Targeted Intervention programs for our ELLs in ELA, MATH and other content areas include our extended day program where students who require extensive attention in reading, writing, speaking and listening in English are able to attend to work with the ESL teacher on specific instructional strategies to impact student progress. For example, vocabulary acquisition strategies, context clue strategies, identifying the main idea, reading for author's purpose, cause and effect strategies, RAFT writing system, Concept Maps, VISUAL INSTRUCTIONAL PLAN strategie, cooperative learning groups etc. Pre and Post assessments are administered to monitor students progress and how students are applying the strategies to increase their development of the English language. Utilizing differentiated resources and instruction during the intervention program is also emphasized. Other affiliated intervention programs include our afterschool programs offered through a variety of partnerships including GOAL, Harlem Center for Education (HCE), Hunter Tutorial Program where students are given the opportunity to work hand-in-hand with a tutor on specific skills.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program is positive as our ELL students have made great progress seen from the most recent NYSESLAT Spring 2012 data. Students have both scored proficient as well as made an increase in the modalities of reading, writing, speaking and listening. Our ESL program emphasizes on the implementation of SIOP strategies, specifically using explicit and intentional strategies to target both content and language objectives of all lesson. Due to effectiveness of the SIOP protocol, the results of NYSESLAT have shown progress across all grades K-8. Our ELL learners have shown a 39.5% growth overall citywide in ELA, and 32.6% growth overall in Math citywide. According to the 2012-2013 School Progress Report, our ELL learner progress was 70.6%.

11. What new programs or improvements will be considered for the upcoming school year?

P.S.171 have adopted and implemented the new programs called ReadyGen and Codex for reading, writing, listening and speaking to infuse the new common core standards within our curriculum, instruction and assessment practices. As part of this process, classrooms have received non-fiction leveled libraries, upgraded technology. For math, we have the new GoMath, Connected Math CMP3. Also Grades 5-8 use a program called Acheive3000 which is a differentiated software that focuses on reading and writing about non fiction topics. Our school now has classroom sets of iPads to increase the use of Accelerated Reader in grades K-8 as well as improved computer labs for students to utilize all the software.

12. What programs/services for ELLs will be discontinued and why?

Title III supplemental services will be discontinued to the decreased number of ELL participants within our school, therefore we have not received Title III funding.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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 such as Acheive3000 are incorporated within instruction to meet the individual and ongoing needs of identified students. :

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Based on a student's LAB-R and/or NYSESLAT results, required services are given based on the mandated minutes according to the ELL's grade level and proficiency level. For example, our new resources leveled readers are accessible at all times for students to use at their advantage to facilitate reading at their own pace.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. Parent orientations and walk through orientations are also given where both students and parents visit several classrooms in action to directly experience the student learning environment.

18. What language electives are offered to ELLs?

The elective offered is Spanish.

19. For schools with dual language programs:

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

NOT APPLICABLE

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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.

2. For the 2013-2014 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.

3. 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.

4. The ESL teacher informs other classroom teachers of strategies and skills to increase the level of effective instruction. The ESL teacher also partakes on the Instructional Cabinet Team which the team collaborates with Administration and other content teachers to provide 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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.

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. 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.

E. 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.

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M171 School Name: Patrick Henry Preparatory

Cluster: 04 Network: CFN532

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. The major findings of the needs of parents within the PS/IS 171 community with regard to the school's written translation and oral interpretation is that a majority of parents feel that our English/Spanish translations of newsletters, parent-teacher letters and parent reports provide appropriate opportunity for parents to keep informed about school curriculum, instruction, assessment and special programs. In addition, we provide translations in several different languages, as needed, with our changing enrollment. The school has several staff members who join conferences, meetings and orientation programs to ensure that all parents and visitors can understand and participate. For example, during the grade six orientations held at PS/IS 171, the ESL teacher served as a guide for parents and was available to answer questions. Parent feedback, as per the Learning Environment Survey, each year indicate that parents are highly satisfied with all aspects of their child's educational program and feel that the school communicates frequently with them.

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.

At PS/IS 171 parents are provided with a Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Parents also receive a copy of the PS/IS 171 Parent Involvement Policy and the School Parent Compact. Written translation services in the primary language(s) are provided to parents for a variety of purposes throughout the school year. Important communications from the school, district, city and state are translated into Spanish prior to being sent home. The communications are also translated into several other languages as appropriate to our student population. The ESL Teacher, Assistant Principal and Family Assistant are available to provide ongoing written bilingual translation services for parents. The school social worker, guidance counselors and foreign language Spanish teacher also provide support and translation services to families throughout the year. The availability of interpretation services are posted in the main office, and on several bulletin boards near the entrance to the school. The School Safety Plan contains procedures for ensuring that parents in need of language access services are aware of and provided for in accordance with the Chancellor's regulations. The outside contractor, Legal Interpretation Services is also accessible in advance if needed.

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. The outside contractor, Legal Interpretation Services is also accessible in advance if needed.

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

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.