



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HENRY DAVID THOREAU
DBN (i.e. 01M001): 30Q017
Principal: REBECCA HEYWARD
Principal Email: RHEYWARD@SCHOOLS.NYC.GOV
Superintendent: PHILIP COMPOSTO
Network Leader: QADIR DIXON

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
Rebecca Heyward	*Principal or Designee	
Jennifer Valdez	*UFT Chapter Leader or Designee	
Brenda Carrasco	*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	
Brooke Cope	Member/ UFT	
Erin Laird	Member/ UFT	
Robin Vince	Member/ UFT	
Susan Richards	Member/ Parent	
Florentina Dima	Member/ Parent	
Reah Buenaventura	Member/ Parent	
	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, assessment practices within the school will move from developing to proficient within Quality Review Indicator 2.2 as measured by mock quality review conducted by CFN 410 Network Achievement Coaches.

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.

Data from the 2013 Quality Review revealed that the school is not fully able to evaluate the effectiveness of curriculum or instructional decisions or to consistently provide students with their next learning steps, thus limiting progress, and that the school needs to improve on addressing the special needs of student subgroups and modify targeted, differentiated interventions to accelerate learning.

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. Professional development will be systematically implemented on a weekly, monthly and as-need basis both internally and in conjunction with our CFN and our SESIS on the following topics: assessment in instruction, looking at and assessing student work, conducting checks for understanding during instruction and creating assessments.
2. Teachers and administration will utilize related Learning Opportunities within both ARIS Learn and Teachscape as resources for ongoing professional development based on classroom observations.
3. Teachers will collect ongoing data on mathematics performance chapter assessments, and analyze to promote achievement on end of critical unit assessments.
4. A baseline math assessment was given to students in grades 3-5 in September 2013. This data was used to create a plan for extended day work. Students will be given a mid-year assessment in January 2014 to analyze progress, and then an end of year assessment in May 2014.
5. After each benchmark period, administration analyzes the results of Running Record data, including subgroups of students. This data is also analyzed during SLT meetings and faculty conferences so that multiple constituencies are aware of trends.

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

1. Network specialists, SESIS, P.S. 17 Administration, Staff Developer, Select teachers to attend outside professional development meetings
2. All teachers
3. All K-5 classroom teachers
4. All teachers implementing Exemplars during Extended Day
5. Administration, SLT members, Literacy Coach, all teachers

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

1. Administration meets to analyze trends in classroom observations, and creates targets professional development opportunities based on this analysis. After each classroom observation, administration has a feedback conversation, in addition to written feedback, to provide individualized support and next steps. Administration meets weekly with the SESIS to analyze the results of observations conducted and support offered, and then creates ongoing professional development opportunities for groups of teachers.
2. One to one feedback meetings with teachers
3. One to one feedback meetings with teachers; Administration will analyze grade trends
4. Analysis of growth between each assessment; analysis of periodic assessment data
5. Analysis of ELL subgroup data between benchmarks

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

1. Ongoing, beginning September 2013
2. Ongoing, beginning October 2013
3. Ongoing, beginning December 2013
4. September 2013; January 2014; May 2014
5. September 2013; November 2013; January 2014; March 2014; June 2014; in addition to other running records conducted on an as needed basis by teachers

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

In order to support this work, administration and the staff developer created a curriculum scope and sequence that contains interim assessments. This tool is used to create cohesion within and between grades, and to build our ability to communicate effectively. In addition, this tool outlines expectations for ELA and Math assessments. Our school used a school based option to designate Thursday afternoons as professional development day for teachers. Using data from the Quality Review, the staff developer created a guideline for staff to use during teacher team meetings, which includes suggestions on how to use data to guide these meetings. Administration visits these teacher team meetings, and provides teams feedback as necessary. A school based option was also used to designate three half days in the calendar so that teachers have additional time to use data to adjust curriculum units and lessons. During administrative meetings where observation trends are analyzed, agendas for both grade and faculty conferences are created based on the needs of teachers. Teachers are provided with feedback forms after every meeting in order to gauge the effectiveness of the professional development, and create additional opportunities based on needs/wants. Data related to CEP goals is shared and analyzed during every SLT meeting, in order to promote the awareness of school goals, and analyze the effectiveness of the action plan. Data from Running Records is entered into an electronic data system, allowing administration and the staff developer to create charts and graphs which are displayed by grade level. Finally, the CFN will conduct a Mock Quality Review in Spring 2014.

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).

- Data is displayed and analyzed during SLT meetings
- Data from parent surveys and the Progress Report was analyzed by administration and Title I parents in order to provide ongoing workshops to parents
- Beginning in January 2014 and ending in June 2014 Math and Arts Enrichment Nights will be offered to parents and guardians. These ongoing workshops will be created and facilitated by teachers from across grades and the Parent Coordinator. The goal of these workshops is for parents to gain understanding of the math curriculum to support children's academic progress, as well as be able to support children with homework.
- Beginning in October 2013 the school social worker and psychologist will offer ongoing workshops to parents to be able to assist their child with homework.

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

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, school leaders will enhance communications systems in order to convey high expectations for staff, students and families, which will be reflected in the Learning Environment Survey Communication rating increasing by 40%.

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.

Data from the 2013 LES showed improvement within in all areas, and showed the most growth within Communication. As per both the CCLS and the Citywide Instructional Expectations, there is a need to ensure that school leaders create an environment of high expectations. Data from the 2013 Quality Review suggests that, although the school conveys high expectations there is also a need to ensure that school leaders are creating communication structures that support teachers' ability to use assessment to drive instruction and embed entry points for all learners.

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.

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

1. Conduct a communication base-line survey by January 2014 that reflects data from all staff
2. Administration will conduct one-on-one feedback conversations with all teachers after every observation to provide ongoing support
3. Teacher teams will be given opportunities to self-direct team meetings, using data to guide decisions, and administration will support these teams by providing feedback to their work
4. Book of the Month Parent Sessions held with Parent Coordinator
5. September Back to School Kick Off with the PBIS team, and ongoing school-wide events to promote positive behavior
6. Morning "Meet and Greets"
7. Afternoon "Meet and Greets"
8. Quote of the Day and Question of the Day
9. Weekly extended cabinet meetings to support Tier III behavior
10. Offer of parent information/feedback sessions before any major change occurs in the school
11. Spanish translator available for all parent meetings
12. Culture night to promote cultural awareness and celebrate the school's diversity
13. The staff developer will provide ongoing support to individual teachers as needed or requested, and will document this support
14. Data related to CEP goals will be displayed and analyzed during SLT meetings and faculty conferences
15. Teachers are provided with feedback forms after every meeting in order to gauge the effectiveness of the professional development, and create additional opportunities based on needs/wants.
16. Ongoing Title I meetings in order to provide updates and gather feedback

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

1. PBIS Team and SLT
2. Administration and teachers
3. Teachers, administration
4. Parent Coordinator
5. PA, PBIS Team, Parent Coordinator, Administration
6. Administration
7. Administration
8. Administration
9. Administration, SBST Team, Guidance Counselor
10. Administration, Parent Coordinator
11. Translators
12. PA, Administration
13. Staff developer
14. SLT
15. Teachers, Administration
16. Parents, administration

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

1. Analysis of survey by SLT
2. Administration meets to analyze trends in classroom observations, and creates targets professional development opportunities based on this analysis. After each classroom observation, administration has a feedback conversation, in addition to written feedback, to provide individualized support and next steps. Administration meets weekly with the SESIS to analyze the results of observations conducted and support offered, and then creates ongoing professional development opportunities

for groups of teachers.

3. Administration will visit meetings and provide ongoing feedback
4. Surveys will be collected after each session
5. Analysis of PBIS forms and OORS reports
6. Survey results from preliminary survey
7. Survey results from preliminary survey
8. Survey results from preliminary survey
9. Analysis of PBIS forms and OORS reports; analysis of observations and anecdotes
10. Ongoing meetings with related parties
11. Survey results
12. Attendance at events
13. Meetings between administration and the staff developer to ensure targeted support
14. Feedback gathered during SLT meetings
15. Administration will use this feedback to create agendas for grade and faculty conferences
16. Feedback gathered via survey

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

1. January 2014
2. Ongoing, beginning September 2013
3. Ongoing, beginning October 2013
4. Ongoing, beginning September 2013
5. September 2013, October 2013, February 2014, May 2014
6. Ongoing, beginning September 2013
7. Ongoing, beginning September 2013
8. Ongoing, beginning September 2013
9. Ongoing, beginning December 4, 2013, and then on a weekly basis until June 2014
10. Ongoing, beginning September 2013
11. Ongoing, beginning September 2013
12. Ongoing, beginning September 2013
13. Ongoing, beginning September 2013
14. Ongoing, beginning September 2013
15. Ongoing, beginning October 2013
16. Ongoing, beginning October 2013

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

In order to support this work, administration and the staff developer created a curriculum scope and sequence that contains interim assessments. This tool is used to create cohesion within and between grades, and to build our ability to communicate effectively. In addition, this tool outlines expectations for ELA and Math assessments.

Our school used a school based option to designate Thursday afternoons as professional development day for teachers. Using data from the Quality Review, the staff developer created a guideline for staff to use during teacher team meetings, which includes suggestions on how to use data to guide these meetings. Administration visits these teacher team meetings, and provides teams feedback as necessary. A school based option was also used to designate three half days in the calendar so that teachers have additional time to use data to adjust curriculum units and lessons.

During administrative meetings where observation trends are analyzed, agendas for both grade and faculty conferences are created based on the needs of teachers. Teachers are provided with feedback forms after every meeting in order to gauge the effectiveness of the professional development, and create additional opportunities based on needs/wants.

Data related to CEP goals is shared and analyzed during every SLT meeting, in order to promote the awareness of school goals, and analyze the effectiveness of the action plan.

The PBIS team receives ongoing training from NYS. The team meets to ensure that the school is following the necessary protocols to ensure the success of PBIS throughout the school. The PBIS team made key decisions, including traffic patterns in and out of the cafeteria. In order to support PBIS, the school partnered with

Asphalt Green, to promote a safe and fun environment during recess. In addition, beginning January 2013, NY Cares will provide a basketball club during a lunch period once a week to promote team building and positive social behavior.

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).

- Data is displayed and analyzed during SLT meetings
- Data from parent surveys and the Progress Report was analyzed by administration and Title I parents in order to provide ongoing workshops to parents
- Beginning in January 2014 and ending in June 2014 Math Nights will be offered to parents and guardians. These ongoing workshops will be created and facilitated by teachers from across grades and the Parent Coordinator. The goal of these workshops is for parents to gain understanding of the math curriculum to support children's academic progress, as well as be able to support children with homework.
- Beginning in October 2013 the school social worker and psychologist will offer ongoing workshops to parents to be able to assist their child with homework.

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

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, 75% of second grade students will meet or exceed grade level benchmarks on the independent reading (running record) subtest of the Teacher's College reading assessment.

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.

There is a need to target early grades, as indicated on the Early Grade Progress section of the 2012-2013 Progress Report. As per Running Record data collected in November 2013, 40% of all second grade students were reading below grade level. In addition, there is a need to focus on the reading progress of second grade students identified as English Language Learners.

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.

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

1. Professional development will be systematically implemented on a weekly, monthly and as-need basis both internally and in conjunction with our CFN and our SESIS on the following topics: assessment in instruction, looking at and assessing student work, conducting checks for understanding during instruction and creating assessments.
2. Teachers and administration will utilize related Learning Opportunities within both ARIS Learn and Teachscape as resources for ongoing professional development based on classroom observations.
3. After each benchmark period, administration analyzes the results of Running Record data, including subgroups of students. This data is also analyzed during SLT meetings and faculty conferences so that multiple constituencies are aware of trends.
4. Students that are performing within the bottom 1/3 of each second grade class will be offered interventions in reading afterschool two days a week
5. All second grade teachers will receive a full day of Foundations training, and then ongoing support from the SESIS, as needed

6. All paraprofessionals and certain teachers will receive training on the Great Leaps intervention program
7. The staff developer will work with second grade teachers to analyze data, and implement interventions to support students

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

1. Network specialists, SESIS, P.S. 17 Administration, Staff Developer, Select teachers to attend outside professional development meetings
2. All teachers
3. Administration, SLT members, Literacy Coach, all teachers
4. Teachers
5. Second grade teachers, SESIS
6. Paraprofessionals, Teachers, SESIS
7. Staff developer, second grade teachers

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

1. Administration meets to analyze trends in classroom observations, and creates targets professional development opportunities based on this analysis. After each classroom observation, administration has a feedback conversation, in addition to written feedback, to provide individualized support and next steps. Administration meets weekly with the SESIS to analyze the results of observations conducted and support offered, and then creates ongoing professional development opportunities for groups of teachers.
2. One to one feedback meetings with teachers
3. One to one feedback meetings with teachers; Administration will analyze grade trends
4. Analysis of running record data
5. Classroom observations, meetings with SESIS
6. Classroom observations, meetings with SESIS
7. Classroom observations

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

1. Ongoing, beginning September 2013
2. Ongoing, beginning October 2013
3. Ongoing, beginning September 2013
4. Beginning January 2014
5. Ongoing, beginning September 2013
6. Ongoing, beginning November 2013
7. Ongoing, beginning December 2013

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

In order to support this work, administration and the staff developer created a curriculum scope and sequence that contains interim assessments. This tool is used to create cohesion within and between grades, and to build our ability to communicate effectively. In addition, this tool outlines expectations for ELA and Math assessments. Our school used a school based option to designate Thursday afternoons as professional development day for teachers. Using data from the Quality Review, the staff developer created a guideline for staff to use during teacher team meetings, which includes suggestions on how to use data to guide these meetings. Administration visits these teacher team meetings, and provides teams feedback as necessary. A school based option was also used to designate three half days in the calendar so that teachers have additional time to use data to adjust curriculum units and lessons. During administrative meetings where observation trends are analyzed, agendas for both grade and faculty conferences are created based on the needs of teachers. Teachers are provided with feedback forms after every meeting in order to gauge the effectiveness of the professional development, and create additional opportunities based on needs/wants. Data related to CEP goals is shared and analyzed during every SLT meeting, in order to promote the awareness of school goals, and analyze the effectiveness of the action plan. Data from Running Records is entered into an electronic data system, allowing administration and the staff developer to create charts and graphs which are displayed by grade level. During extended cabinet meetings, administration using trends in data and referrals to create supports for students, which includes after-school 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).

- Data is displayed and analyzed during SLT meetings
- Data from parent surveys and the Progress Report was analyzed by administration and Title I parents in order to provide ongoing workshops to parents
- Beginning in January 2014 and ending in June 2014 Math Nights will be offered to parents and guardians. These ongoing workshops will be created and facilitated by teachers from across grades and the Parent Coordinator. The goal of these workshops is for parents to gain understanding of the math curriculum to support children's academic progress, as well as be able to support children with homework.

Beginning in October 2013 the school social worker and psychologist will offer ongoing workshops to parents to be able to assist their child with homework.

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	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 #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.

By June 2014, school leaders and teachers will deepen the use of specific teaching strategies that embed multiple entry points, resulting in students producing meaningful work products, which will be reflected in growth within Quality Review Indicator 1.2, moving from Developing to Proficient as measured by mock quality review conducted by CFN 410 Network Achievement Coaches.

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.

Data from the 2013 Quality Review revealed that teaching strategies, questioning techniques and the supplemental resources to meet the varied needs of all students, particularly students with disabilities (SWD), English language learners (ELLs) and high performing students did not consistently offer sufficient scaffolds or entry points that amplify learning opportunities to meet the diverse needs of 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.

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

1. Professional development will be systematically implemented on a weekly, monthly and as-need basis both internally and in conjunction with our CFN and our SESIS on the following topics: assessment in instruction, looking at and assessing student work, conducting checks for understanding during instruction and creating assessments.
2. Teachers and administration will utilize related Learning Opportunities within both ARIS Learn and Teachscape as resources for ongoing professional development based on classroom observations.
3. Teachers will utilize material from the Exemplars program to expose students to rigorous math tasks and rubrics, and have flexibility with deciding which problems best meet the needs of students
4. Select teachers will receive feedback on how to incorporate Socratic Seminar in the classroom
5. Select teachers will receive training in Thinking Maps
6. Select teachers will receive training on how to promote student leadership opportunities
7. Students in grades 3-5 will participate in 10-12 week cycles of either art, music or science clubs, with the intent of promoting inquiry and the use of self and peer assessments

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

1. Network specialists, SESIS, P.S. 17 Administration, Staff Developer, Select teachers to attend outside professional development meetings
2. All teachers, administration
3. All teachers implementing Exemplars during Extended Day

<ol style="list-style-type: none"> 4. Teachers 5. Teachers 6. Teachers 7. Science, art and music cluster teachers
<p>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p> <ol style="list-style-type: none"> 8. Administration meets to analyze trends in classroom observations, and creates targets professional development opportunities based on this analysis. After each classroom observation, administration has a feedback conversation, in addition to written feedback, to provide individualized support and next steps. Administration meets weekly with the SESIS to analyze the results of observations conducted and support offered, and then creates ongoing professional development opportunities for groups of teachers. 9. One to one feedback meetings with teachers 10. Teacher team meetings, classroom observations 11. One to one feedback meetings with teachers 12. Classroom observations 13. Increase in opportunities for students to participate in community service projects 14. Classroom observations
<p>4. Timeline for implementation and completion including start and end dates</p> <ol style="list-style-type: none"> 1. Ongoing, beginning September 2013 2. Ongoing, beginning October 2013 3. Ongoing, beginning September 2013 4. Ongoing, beginning October 2013 5. Ongoing, beginning October 2013 6. Ongoing, beginning January 2014 7. Ongoing, beginning September 2013
<p>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</p> <p>In order to support this work, administration and the staff developer created a curriculum scope and sequence that contains interim assessments. This tool is used to create cohesion within and between grades, and to build our ability to communicate effectively. In addition, this tool outlines expectations for ELA and Math assessments.</p> <p>Our school used a school based option to designate Thursday afternoons as professional development day for teachers. Using data from the Quality Review, the staff developer created a guideline for staff to use during teacher team meetings, which includes suggestions on how to use data to guide these meetings. Administration visits these teacher team meetings, and provides teams feedback as necessary. A school based option was also used to designate three half days in the calendar so that teachers have additional time to use data to adjust curriculum units and lessons.</p> <p>During administrative meetings where observation trends are analyzed, agendas for both grade and faculty conferences are created based on the needs of teachers. Teachers are provided with feedback forms after every meeting in order to gauge the effectiveness of the professional development, and create additional opportunities based on needs/wants.</p> <p>Data related to CEP goals is shared and analyzed during every SLT meeting, in order to promote the awareness of school goals, and analyze the effectiveness of the action plan.</p> <p>The budget was created and adjusted to support the ability of teachers to attend professional developmet sessions related to this goal.</p> <p>The music and art cluster teachers receive ongoing training from an arts grant, facilitated by Maria Palma.</p> <p>Finally, the CFN will conduct a Mock Quality Review in Spring 2014.</p>

Strategies to Increase Parental Involvement

<p>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).</p>
<ul style="list-style-type: none"> • Data is displayed and analyzed during SLT meetings • Data from parent surveys and the Progress Report was analyzed by administration and Title I parents in order to provide ongoing workshops to parents • Beginning in January 2014 and ending in June 2014 Math Nights will be offered to parents and guardians. These ongoing workshops will be created and facilitated by teachers from across grades and the Parent Coordinator. The goal of these workshops is for parents to gain understanding of the math curriculum to support

children's academic progress, as well as be able to support children with homework.

- Beginning in October 2013 the school social worker and psychologist will offer ongoing workshops to parents to be able to assist their child with homework.

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		Title IIA		Title III		Set Aside	x	Grants
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.
By June 2014, there will be a 10% decrease in the amount of OORS incidents.
By June 2014, there will be a 10% decrease in the amount of OORS incidents

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.
Data from the 2013 Learning Environment Survey suggests that, although there was improvement within the rating of Safety and Respect, our rating within Safety and Respect is far below peer schools and the city average. In addition, feedback from the 2012 preliminary survey as well qualitative data collected from faculty conferences suggest that there is a need to focus on promoting a safe and respectful learning environment.

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.
➤ Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Professional development will be systematically implemented on a weekly, monthly and as-need basis both internally and in conjunction with our CFN and our SESIS on the following topics: classroom management, student leadership initiatives, PBIS, classroom environment, Boardmaker 2. Weekly extended cabinet meetings to support Tier III behavior 3. Partnership with Asphalt Green during recess 4. School Aides to receive training from Asphalt Green 5. Partnership with NY Cares during lunch periods 6. PBIS implemented in all classrooms, the hallway and the cafeteria
➤ Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Network specialists, SESIS, P.S. 17 Administration, Staff Developer, Select teachers to attend outside professional development meetings 2. Administration, SBST Team, Guidance Counselor, teachers as needed 3. Asphalt Green team member, school aides, administration 4. School aides, Asphalt Green 5. NY Cares, school aides, administration 6. PBIS team, all staff
➤ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Administration meets to analyze trends in classroom observations, and creates targets professional development opportunities based on this analysis. After each classroom observation, administration has a feedback conversation, in addition to written feedback, to provide individualized support and next steps. Administration

meets weekly with the SESIS to analyze the results of observations conducted and support offered, and then creates ongoing professional development opportunities for groups of teachers.

2. Analysis of PBIS forms and OORS reports; analysis of observations and anecdotes
3. Feedback conversations with Asphalt Green staff and school aides, observations of recess
4. Feedback conversations with Asphalt Green staff, observations of recess
5. Observations of recess
6. Analysis of PBIS forms and OORS reports; analysis of observations and anecdotes

➤ **Timeline for implementation and completion including start and end dates**

6. Ongoing, beginning September 2013
7. Ongoing, beginning December 2013
8. Ongoing, beginning September 2013
9. Beginning November 2013
10. Ongoing, beginning January 2013
11. Ongoing, beginning May 2013

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

In order to support this work, a group of teachers and administration received state vetted training in PBIS beginning in May 2013. This team met during the summer of 2013 to begin implementing the training. This implementation included an analysis of OORS data to determine which locations to focus on, creating a school-wide acronym (RISE), creating posters to display in all classrooms, the cafeteria and hallways, planning for a back to school night and a school-wide carnival to celebrate positive behavior. In order to support PBIS, the school partnered with Asphalt Green, to promote a safe and fun environment during recess. In addition, beginning January 2013, NY Cares will provide a basketball club during a lunch period once a week to promote team building and positive social behavior. In December 2013, an extended cabinet was created to address the needs of students exhibiting Tier III behaviors. The goal of these weekly meetings is to plan for and ensure support systems are meeting the needs of these students.

During administrative meetings where observation trends are analyzed, agendas for both grade and faculty conferences are created based on the needs of teachers. Teachers are provided with feedback forms after every meeting in order to gauge the effectiveness of the professional development, and create additional opportunities based on needs/wants.

Data related to CEP goals is shared and analyzed during every SLT meeting, in order to promote the awareness of school goals, and analyze the effectiveness of the action plan.

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).

- Data is displayed and analyzed during SLT meetings
- Data from parent surveys and the Progress Report was analyzed by administration and Title I parents in order to provide ongoing workshops to parents
- Beginning in January 2014 and ending in June 2014 Math Nights will be offered to parents and guardians. These ongoing workshops will be created and facilitated by teachers from across grades and the Parent Coordinator. The goal of these workshops is for parents to gain understanding of the math curriculum to support children's academic progress, as well as be able to support children with homework.
- Beginning in October 2013 the school social worker and psychologist will offer ongoing workshops to parents to be able to assist their child with homework.

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	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	<p>Word study skills are reinforced using direct phonics activities. These include practicing letter sounds, matching letter sounds to letters, matching letters and sounds to picture cues, assembling words from letter cards (receptive) and reading words in isolation and in context (expressive).</p> <p>Vocabulary skills are reinforced with different strategies depending on the level. On the beginning level matching pictures to words or brief descriptions of objects is used. For higher levels strategies such as giving students practice using several strategies for the same words are used (sentence completion, finding synonyms, crossword puzzles, matching words with definitions, rewriting/paraphrasing definitions).</p> <p>The following programs are used at the school:</p> <ul style="list-style-type: none"> • K-2: Foundations double dose • K-2: Core Knowledge Listening and Learning intervention suggestions • 3-5: Expeditionary Learning intervention suggestions • K-5: Great Leaps program 	<p>E.L.A. interventions are delivered using small group instruction both in the classroom and in separate locations. One-to-one attention is also given for segments of time anywhere from five minutes to an entire period depending on the skill, concept or strategy being taught and the students' individual needs.</p>	<p>Most interventions are provided during the school day. However, supplemental programs also provide students with assistance outside the school day.</p>
Mathematics	<p>Mathematics skills are reinforced using</p>	<p>Mathematics interventions are delivered using small group instruction both in the</p>	<p>Most interventions are provided during the school day. However, supplemental</p>

	<p>a sequence of instruction that begins with working with concrete objects and manipulatives followed by working with graphic representations followed by working with mathematical symbols and written descriptions of concepts and skills. Students are taught the relationship between mathematical symbols or processes and the hands-on activities that can be used to represent them. Understanding of mathematical concepts and skills is also reinforced through activities that draw on students' different learning styles. These include cutting, gluing, drawing, designing and other artistic and kinesthetic activities.</p>	<p>classroom and in separate locations. One-to-one attention is also given for segments of time anywhere from five minutes to an entire period depending on the skill, concept or strategy being taught and the students' individual needs.</p>	<p>programs also provide students with assistance outside the school day.</p>
Science	<p>Students in grade four will participate in a 10 week science club in order to promote research and lab skills.</p>	<p>Each class participates two days per week for a total of ten weeks using small group instruction.</p>	<p>This service takes place during extended day.</p>
Social Studies	<p>Differentiated instruction based on students' needs.</p>	<p>Small group instruction provided by teacher during Social Studies period.</p>	<p>Service provided during the school day during the SS period.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Socialization with peers • Ability to express wants, needs and feeling appropriately <p>PBIS</p>	<ul style="list-style-type: none"> • Small group • One-to one 	<p>During the school day</p>

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

- 8. All elements of the *All Title I Schools* section must be completed*.
- 8. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 9. 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.

- At this time, all of our staff members are Highly Qualified Teachers with all required documentation
- When looking for new teachers, the following are utilized:
 - Job Fairs
 - Colleague Recommendations/Referrals
 - Interviewing candidates from open market/excessing
 - Resumes sent by colleges and universities

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).

- Mentors are assigned to new teachers or to teachers who may need extra support
- All teachers participate in feedback conversations with administrators to reflect on pedagogy to support student achievement

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Literacy coach is funded with Title I, FSF and TL Instructional Expectations monies
- Dually certified ESL teacher is funded with FSF
 - Per session for teachers is being funded by Title I and TL Instructional Expectations monies
 - Books, materials, and supplies and PD sessions are being funded by FSF and Title I

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.).

Our parent coordinator, school and district social worker hold ongoing parent meetings, on various topics, including a meeting on transitioning to Kindergarten. We have also developed a partnership with NYU Parent Corp, an organization that is assisting us with parent outreach with parents who have children in our preschool program. The focus of this partnership is to increase parental involvement.

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 receive ongoing opportunities to reflect on assessment practices as well as professional development on assessment in instruction through faculty and grade conferences, as well as frequent feedback conversations. After each benchmark period, the staff and SLT view and discuss school-wide and grade-wide trends on Running Record data. After each Periodic Assessment window, teachers have the opportunity to analyze grade level trends.

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

What is Title I?

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

Title I focus is on improving academic achievement of children in schools who come from low income families and who need extra support to meet challenging academic standards.

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

Title I Parent Involvement Policy

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 P.S. 17, 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. P. S. 17'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 Advisory Council, as trained volunteers and welcomed members of our school community.

P. S. 17 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
- 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

P.S. 17'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 P.S. 17's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input.

To increase and improve parent involvement and school quality, P.S. 17 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent 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 for Family Advocacy Community Engagement (FACE).
- 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., ARIS, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report and NYC School Survey Report)
- Host the required Title I Parent Annual 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

P.S. 17 will further encourage school-level parental involvement by:

- Holding formal Parent/Teacher Conferences twice a year
- Hosting educational orientations during Open School Week and throughout the school year
- Encouraging meaningful parent participation on School Leadership Teams, Parents' Association and Title I Parent Advisory Council
- Supporting or hosting Family Day events
- Establishing a Parent Resource Center or lending library; instructional materials for parents
- 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
- Providing students with school planners for regular written communication between teacher and the home

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

P.S. 17's TITLE I - School-Parent Compact

2013-2014

P.S. 17 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. P.S. 17's staff and the 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.

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 Common Core State 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 a Title I Parent Annual 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, child care or home visits 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 communicate with limited English speaking parents effectively
- 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., Open School Week)

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 with 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

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
- Ensure my child is dressed appropriately for school
- 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 and monitor content
- Monitor internet access usage and/or video game content
- 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
- Attend Parent/Teacher Conferences and remain informed of my child's progress throughout the school year
- 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 serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams)
- Share responsibility for the improved academic achievement of my child

Student Responsibilities:

- Attend school regularly and arrive on time
- Complete my homework and submit all assignments on time
- Read at least 30 minutes every day outside of school time or as developmental appropriate
- Give to my parents/guardians all notices and information received by me from my school every day
- 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

This Parent Involvement Policy and School-Parent Compact was distributed at the School Leadership Team meeting for review by the parents of children participating in Title I, Part A Programs, as evidenced by the School Leadership Team on September 16, 2013. This Parent Involvement Policy was updated on September 16, 2013 and will be in effect for the period of October 2013 through August 2014.

The final version of this document will be distributed to the school community on October 1, 2013 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

17. .

**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 30	Borough Queens	School Number 17
School Name Henry D. Thoreau		

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 Rebecca Heyward	Assistant Principal Latisha Wright
Coach Marjorie McDonald	Coach type here
ESL Teacher Georgia Meletiadis	Guidance Counselor Vickie Mouzakitits
Teacher/Subject Area	Parent Brenda Carrasco
Teacher/Subject Area Lollinez Perez, Dual Language	Parent Coordinator Dina Pilios
Related Service Provider type here	Other Ed Trerise
Network Leader(Only if working with the LAP team) type here	Other Ann Cala Pupil Accounting Sec

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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	6
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	482	Total number of ELLs	109	ELLs as share of total student population (%)	22.61%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	<input type="checkbox"/>	0						
Dual Language (50%:50%)	1	0	0	0	0	0	<input type="checkbox"/>	1						
Freestanding ESL														
self-contained	0	1	0	1	1	1	<input type="checkbox"/>	4						
Push-In	2	0	2	0	0	0	<input type="checkbox"/>	4						
Total	3	1	2	1	1	1	0	9						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	92	ELL Students with Disabilities	31
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	4	0	0	0	0	0	0	0	0	4
ESL	88	0	21	17	0	7	0	0	0	105
Total	92	0	21	17	0	7	0	0	0	109

Number of ELLs who have an alternate placement paraprofessional: 12

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	0	0	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
SELECT ONE	0	0	0	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
SELECT ONE	0	0	0	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
TOTAL	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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	4	14	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	4	14
SELECT ONE	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
SELECT ONE	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
TOTAL	4	14	0	4	14															

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
SELECT ONE	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
SELECT ONE	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 4 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 3 Asian: 1 Hispanic/Latino: 7
 Native American: 0 White (Non-Hispanic/Latino): 3 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	14	18	10	8	5	□□□	□□□	□□□	□□□	□□□	□□□	□□□	75
Chinese	1	0	0	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	1
Russian	0	0	1	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	1
Bengali	5	0	2	0	0	3	□□□	□□□	□□□	□□□	□□□	□□□	□□□	10
Urdu	0	1	0	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	1
Arabic	3	3	1	2	0	5	□□□	□□□	□□□	□□□	□□□	□□□	□□□	14
Haitian	0	0	0	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
French	0	0	0	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Korean	0	0	0	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Punjabi	1	0	0	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	1
Polish	0	0	0	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Albanian	0	0	0	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Other	0	0	0	1	0	1	□□□	□□□	□□□	□□□	□□□	□□□	□□□	2
TOTAL	30	18	22	13	8	14	0	105						

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)	2	4	1	1	3	3	4	□□□	□□□	□□□	□□□	□□□	□□□	18
Intermediate(I)	5	10	4	5	3	3	6	□□□	□□□	□□□	□□□	□□□	□□□	36
Advanced (A)	12	9	8	2	6	6	15	□□□	□□□	□□□	□□□	□□□	□□□	58
Total	19	23	13	8	12	12	25	0	0	0	0	0	0	112

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	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	P	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
READING/ WRITING	B	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	I	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	A	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	P	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	1	2	0	11
4	11	1	0	0	12
5	23	9	1	0	33
6	□□□	□□□	□□□	□□□	0
7	□□□	□□□	□□□	□□□	0
8	□□□	□□□	□□□	□□□	0
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	6	0	3	0	2	0	0	0	11
4	11	0	1	0	1	0	0	0	13
5	29	0	6	0	0	0	0	0	35
6	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
7	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
8	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
NYSAA Bilingual (SWD)	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6	0	4	0	2	0	1	0	13
8	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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:

- 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.

Assessment Tools:

NYC DOE Measure of Student Learning Performance Assessments

City/State Exams (3-5)

LAB-R scores

NYSESLAT scores (K-5)

Go Math! English and Spanish assessments

TCRWP reading assessments

TCRWP High Frequency Words assessments

EL SOL

Fountas & Pinnell Spanish reading assessments

Core Knowledge Listening and Learning reading assessments (K-2)

Expeditionary Learning reading assessments (3-5)

The data from these assessments provides teachers with insight to appropriate grouping for these students, as well as reading level behaviors to target within instruction. We use TCRWP Assessment Pro to collect our ELA assessment data. This program allows us to filter out ELL and Former ELL students' results. We can view the percentage of students who fall below, or are approaching the standards, as well as monitor student progress. We can then identify the individual students' needs and plan for leveled instruction, at-risk targeted instruction, or potential movement to Tier II RTI instruction. An example of quantitative data we have used to set ELL progression goals is, 47.06% of 1st graders are approaching the standards. We can identify the individual students who need targeted instruction to support moving these students to meeting the standards levels within 2 benchmark periods (March 2014). Students who do not progress to meeting the standard levels are further evaluated for additional intervention.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

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

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](#))

N/A

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. The pattern across proficiencies in our one Kindergarten Dual Language class is that they are all high functioning compared to their Kindergarten peers in other classes, whether they are ELLs or not. The main difference between the 4 ELLs in this class and the other students in the class is that the ELLs' grammar is not as strong as the EPs'. The ELLs have yet to master the structure and form of speaking in English, although they make grammatical errors in their native language as well. They may have issues with speech development in general, possibly a result of not enough verbal stimulation at home or not having contact with educated adults in the home. Three out of the 4 ELLs in the class are more familiar with English letter names and sounds than Spanish. However, 2 out of the 4 often confuse English with Spanish sounds and visa versa, therefore have yet to master either language.

The patterns across proficiencies and grades in our ESL, K-5 program are as follows:

According to the most recent RLAT report, the trend continues to be that the majority of students in all grades are scoring the lowest on the Writing test with the second lowest scores occurring in Reading. Highest scores are in Speaking and Listening with Speaking taking the lead for the highest scores. In the Spring of 2013, the most recent NYSESLAT, 8 ELLs tested out in Kindergarten, 11 tested out in

Grade 1, 8 in Grade 2, 4 in Grade 3, 1 in grade 4 and 9 tested out/passed in Grade 5, giving us a total of 41 ELLs testing out on our latest NYSESLAT results, an improvement from last year's scores.

b. ELL Periodic Assessments are not used at our school.

c. The native language Periodic Assessment used at our school is EL SOL with our Kindergarten Dual Language class only. The students in this class are being instructed in both English and Spanish. They are assessed on their recognition of English Sight Words, letters, content vocabulary, etc. and also assessed on their recognition of Spanish Sight Words, letters, content vocabulary, etc. During assessments, the native language is only used when testing students in Spanish.

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](#).)

Classroom teachers are currently using the ELA assessments described and listed in question #1, as well as teacher created assessments to determine the levels of their students. Teachers then provide Tier I instruction, taking detailed conference notes and monitoring the progress of the students for 9-12 weeks. After providing students with Tier I instruction in the classroom, if students (both ELL and EPs) show weakness in a specific skill or area, these conference notes and assessments are used to inform instruction on a Tier II level. This data is also reviewed by the Pupil Personnel Academic Intervention/RTI team to support teachers in making instructional decisions as well as to determine a student's appropriate Tier level. Again, the process of conference notes and other progress monitoring tools are used for the Tier II cycle. This cycle lasts 10-12 weeks. The data is then resubmitted to the Pupil Personnel Academic Intervention/RTI Team for review and consideration of Tier III. If the student is moved to Tier III, the ESL provider will use the data to determine next steps of instruction for the students on an individual needs basis.

RTI involves backward planning where you start off with the final result you want and then evaluate students to see where they are in relation to your desired target result. You design a program including interventions, where necessary, to bridge the gap between students' present level of performance and the teacher's final desired outcome. All grades (K-5) are involved in this process. We use the results of evaluations such as the running records which are logged into Assessment Pro along with other reading skills; results of periodic assessments for reading and math which can be accessed via ARIS and directly from the Periodic Assessment website as well as unit tests in Reading and Math and On Demand Writing pieces. We compare student performance to grade level expectations as described in the Common Core Learning Standards. Finally, we design targeted instruction for classes, small groups and individual students, that will assist in overcoming the challenges they face as identified by the above mentioned assessments.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Our Kindergarten Dual Language teacher who is very knowledgeable about Dual Language programs enforces the effective implementation of Dual language and maintains evaluative data while promoting a biliterate-bicultural school environment along with the support of the entire staff. Our administrators, ESL Coordinator and Parent Coordinator advocate for and promote Dual Language education within our school community and allocate resources for the Dual Language Program. The key features we looked for when hiring our Dual Language teacher was someone knowledgeable about second language acquisition and bilingual education theory, research and pedagogy, who understood the DLP objectives, organization and instructional practices and sought additional resources for the DLP. In return our administration and ESL Coordinator provide support to her and the parents of our DLP in the form of meetings, class visits, feedback and modeling effective instructional strategies so that all content areas are in both languages, the same as the core curriculum and every child's second language development is considered. Meetings with the parents of our Dual Language students focus on having the families support students' progress in either 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?

a. The EPs in our Kindergarten Dual Language class are assessed the same way as the Spanish dominant students or ELLs. If assessing in English material, English is spoken and if assessing their progress in Spanish material, Spanish is spoken.

b. The level of language proficiency in the second (target) language for EPs ranges from Beginner to Intermediate. Some students are not ELLs but have Basic Interpersonal Communication Skills (BICS) in Spanish because they can speak it socially, but no Cognitive Academic Language Proficiency (CALPS) since they have never had any prior schooling or taught letter names, sounds, or any academics.

c. We have only given the baseline Writing Performance Task so far in Kindergarten and EPs are performing at Beginner Kindergarten Writing levels, which is typical for this point in the year.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

In addition to the RTI three tier process described in question #5, the progress of reading and math levels of students is monitored regularly across 5 benchmark periods across the year. Statewide test scores on the NYSESLAT allow us to evaluate each students'

success within each modality (speaking, listening, reading and writing) in order to inform instruction to promote growth. NYSESLAT data across years is compared to determine progress or regress in each modality. Since programs tend to change from year to year, we can determine which aspects of each supported our ELLs growth and incorporate those aspects into their current programs, as well as revise aspects that did not show positive results with this population. If the data shows stagnation across two to three years for a particular student, that student is considered for additional intervention services from the ESL provider. Our expectation is that ELL students will advance at least one level on the NYSESLAT each year, following the natural progression of levels (beginner, intermediate, advanced, and passing).

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](#).)
Once any new student enrolls at P.S. 17 Q., a licensed pedagogue administers the Home Language Identification Survey (HLIS). At that time, the licensed pedagogue trained in the student intake procedures, conducts an informal oral interview in English and/or in the parent's/guardian's preferred language of communication to discuss home language with the family and make a determination of the child's home language. Based on the results of the HLIS and the parent/guardian interview, it is determined whether or not the student will be eligible to take the Language Assessment Battery-Revised (LAB-R) in English, and Spanish where applicable. A fully certified ESL pedagogue administers the English LAB-R exam within the first ten days of student registration. The LAB-R is a test that establishes the English proficiency level of a student. The Bilingual Speech Teacher and Bilingual School Psychologist assist in administering the Spanish LAB. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. The LAB-R is hand scored and recorded by the trained fully certified pedagogues before being delivered to the Scan Center. According to the LAB-R results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes. The ESL Coordinator generates and reviews the report for entitled student so that testing is thorough and accurate. Those children that score at or below level proficiency on the LAB-R become eligible for state mandated services for ELLs.
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.
Every school year, we have ongoing Parent/Guardian Orientation Meetings for the parents/guardians of our ESL students. The fully certified ESL pedagogue, who is also the ESL Coordinator, conducts the first orientation meeting after the first ten days of September, along with the help of other staff members and provides an agenda and sign-in sheet for the parents. The Principal, Assistant Principal, Parent Coordinator and parent volunteers are also present at the orientation to assist and provide translation services for school documents such as the Parent/Guardian Survey and Program Selection forms. At this meeting, we show the parents/guardians the Parent Choice Video from the New York City Department of Education. This video is viewed in all the languages that represent our population. These languages include English, Spanish, Bengali, Punjabi, Chinese and Arabic this year. Once the video is viewed, parents/guardians receive the Program Selection letters in their preferred language of communication. We have many staff members and parent volunteers present to translate questions that parents/guardians who are less proficient in English may have. The ESL Coordinator informs parents/guardians at the meeting that research shows the best program for ELLs is Dual Language, which facilitates Language 1 skills to transfer to Language 2 skills. After reviewing the Program Selection forms, the children are then placed in an appropriate setting. Follow-up orientation meetings occur in October to ensure that all parents/guardians are provided with ample opportunities to attend, and be informed about all three program choices for their children. This year is the first year we offer a Dual Language program at our school, therefore when the children were interviewed for Kindergarten, a school staff member who happened to be a pedagogue informed the parents about the different programs including this one, that are available within our school. The parents that show an interest, enroll their children

in the Dual Language program which will enable them to become bilingual.

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](#)].)

The ESL Coordinator/ESL service provider is responsible for distributing all entitlement, continued entitlement and nonentitlement letters to the appropriate students in the beginning of each school year. The letters are all in English with a translated copy attached to each in the parents'/guardians' preferred language of communication. The ESL teacher uses the RLAT report to identify which students are entitled to continuation of services and which should receive a nonentitlement letter based on passing NYSESLAT scores. Furthermore, LAB-R scores are reviewed in order to write out nonentitlement letters to students who passed this assessment as well. Once all the letters have been filled out and translated copies have been attached, the ESL teacher runs off copies of all and then personally delivers the letters to each student to ensure they are placed in backpacks to be brought home that same day to parents/guardians. Copies of all the letters and records are maintained in one of our ESL binders where ESL agendas, sign-in sheets, parent surveys, program selection forms as well as other important paperwork such as HLIS copies and LAB-R document copies and scores are maintained. The ESL binders are all stored in the office of our ESL Coordinator and are accessible for viewing upon request. Once the LAB-R documents are hand scored, some students are transferred or not transferred to other classes based on assessment results and parents receive a placement letter explaining these changes in student status. These placement letters are also copied and maintained in one of our ESL binders along with the continued entitlement and entitlement letter copies. We hold make-up orientation meetings late in October for those parents/guardians who were unable to attend the initial meetings. They are held early in the morning, during the school day and in the evening to ensure we have a high percentage of attendance and form completion. Parents/guardians who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame. For those parents/guardians who do not attend the orientation, we follow up with individual phone calls and hold additional one on one meetings to ensure that they understand the nature of all available programs. They complete the program selection form after viewing the video in their preferred language of communication. Documentation of such contact is kept on record in the ESL binder.

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.

Our school provides ELL's parents/guardians with information about bilingual/ESL services as well as an opportunity to ask questions so that they can make an informed placement selection for their children. Identification and placement of ELLs must be made within ten days of their enrollment.

The ESL coordinator reviews the hand scored LAB-R results and sends an invitation to a parent orientation meeting for ELLs, in the parent's preferred language of communication, to all students who did not pass the assessment. The orientation video for ELLs' parents is presented at the orientation meeting, with updated native language versions of the video to meet parents' language needs. There is also at least one interpreter present for translation and parents are provided an opportunity to ask questions about available bilingual/ESL services and program models. Based on their program selection, their child will either remain in their current class or be transferred into the parent's preferred instructional program. The parents' program selection is good for one school year. Failure to return or fill-out this program selection form places the student in the Transitional Bilingual program option by default. However, the trend in our school is that we have 100% of program selections forms completed.

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.

Every year, the ESL Coordinator and staff in the ESL Department have the task of organizing and executing the administration of the NYSESLAT to all ELLs in Grades K-5 in our school. Since the NYSESLAT is to provide an accurate measure of student achievement for the school, both students and teachers are properly prepared and trained for all aspects of its administration. First ELLs' parents/guardians are informed of the date of testing and purpose of the test. Students are told that this test is designed to show how well they can listen, read, write and speak the English language. Teachers prepare students thoroughly throughout the school year for the type of questions and format/structure that they should expect to see on the tests and the procedures they should follow in recording their answers. Each person responsible for administering the NYSESLAT is a certified teacher or administrator, able to carry out standard examination procedures, and receives special training in administering this test. All test materials that arrive remain secure except for the School Administrator's Manual. Before the days that the NYSESLAT is to be administered, the staff involved prepares the answer sheets for each student taking the test and the ESL Coordinator also ensures

that all classrooms being used for administration are prepared by having desks and shelves cleared and that all charts and board work are covered or removed. First, the Speaking subtest is administered to students individually at a location separate from other students and is administered during the specific window of time designated in the manual. The Listening, Reading, and Writing subtests are administered to groups of students during a different period of time that we choose specific dates for. For all grade bands our school administers the subtests in the following sequence: Session 1-Speaking, Session 2-Listening, Session 3-Reading, and Session 4-Writing. All ELLs with disabilities are provided with the testing accommodations specified in their IEP or Section 504 Accommodation Plan. Raters of the NYSESLAT are trained in house and some attend training workshops out of the school and must score student responses to the Writing and Speaking subtests. For students who are absent on any date when the test was initially given, there are make-up test dates within a designated testing period for each absentee to be tested so that they will receive a valid score for the combined modality Listening/Speaking or Reading/Writing.

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. 

For the past few years, we have noticed that the trend for our parents/guardians is to request ESL programs which we have in Grades K- 5. Currently and in the past, parents/guardians overwhelmingly opt for freestanding ESL. There were less than fifteen requests for a transitional bilingual program in each native language per grade. However, this year we have opened a Dual Language class in Kindergarten and received 4 requests for ELLs to be placed in that program which we honored immediately. We have more alignment this year between parent choice and program offerings since in the past we only offered English as a Second language programs (in our school) but now parents have a Dual Language program choice without having to change schools. While our parent/guardian surveys reflect the model of choice to be freestanding ESL, if more than 15 parent/guardian surveys of the same home language within two continuous grades request the TBE program or Dual Language we will, as per the Aspira Consent Decree, create a bilingual/bridge program. Our ESL Orientation Team, which also includes the Parent Coordinator, is well versed on all three programs that we do and do not currently offer. The ESL Orientation Team informs parents/guardians what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR Part 154. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent/guardian options. Second and third notices are sent home with students, if needed, to ensure that all parents/guardians are informed about their child's educational services and that 100% of the Parent/Guardian Survey and Program Selection forms are returned as they are every year. All information is then finally entered in the ELPC screen in ATS which we use to keep track of parent/guardian choices. Hard copies of program selection forms, parent surveys, agendas, attendance from orientation meetings, student status and program placement letters are all filed in our ESL binders.

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])?
 - a. The organizational models used are determined based on the students' individual needs. These models include: push-in/pull-out services provided by our dually certified ESL out of classroom teacher, collaborative/team teaching between the ESL provider and Common Branch classroom teacher, and self-contained with an ESL licensed classroom teacher.
 - b. The program models used are also determined based on individual students' needs. Predominantly, we use a heterogeneous grouping system for each class. In addition, we also use an ungraded system with the ESL provider, who groups students based on various assessments.
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)?

All of our ESL students who are either a “B” or an “I”, as per their NYSESLAT or LAB-R score, are receiving a minimum of 360 minutes of ESL service per Commissioner’s Regulations (CR) Part 154. Those students that have been classified as “A” learners, as per their NYSESLAT or LAB-R score, are receiving 180 minutes of service per week as per CR Part 154. In addition, our push-in/pull-out ESL teacher services those students who are not in self-contained ESL classes, but are required to receive 360 minutes per week or 180 minutes per week as per CR Part 154, via pull-out or push-in services. In both learning environments, instruction is provided in English 100% of the time.

Freestanding Push-in/Pull-out Program:

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

- Servicing Grades K-5 as per NYSESLAT and LAB-R scores
- Beginner and Intermediate learners will receive a minimum of two, 50 minute periods, 4x per week while Advanced learners will receive a minimum of at least one, 50 minute period 4x per week.
- In Grades K-5, focus will be placed on modifying TCRWP.
- Instruction is fully aligned with SED, CCLS and ESL Learning Standards
- One fully licensed and certified NYS/NYC teacher will provide these services during literacy and/or content area instruction.

Freestanding Self-Contained Program:

- 1 self-contained Grade 1
- 1 self-contained Grade 3
- 1 self-contained Grade 4
- 1 self-contained Grade 5
- All students in self-contained classes are placed as per the NYSESLAT and LAB-R scores.
- Kindergarten through Grade 2 will be using the Core Knowledge Listening and Learning ELA program. Grades 3 through 5 will be using the Expeditionary Learning ELA program.
- Conference notes and data will be used to monitor student achievement and differentiate instruction.

The Award Reading Program will be implemented in Grades K-3 ESL classrooms

- All instruction is consistent with CR Part 154 requirements
- 100% of instruction is delivered in English, however, we do have a dual language Kindergarten classroom that is English/Spanish.
- All 4 of our self-contained ESL teachers are fully/dually certified

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.

The content areas are delivered with consideration to the NYS Common Core Learning Standards. In our ESL classrooms specific attention is made to scaffolding challenging texts and the vocabulary within them. This is done during whole group, small group and 1:1 instruction. In addition, bilingual glossaries are provided to grades 3-5 students in ELA, Mathematics, Science, and Social Studies.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our school uses El Sol for Spanish language assessment collection and review of data to address the needs of our ELL students. Native language support is systemic, but not limited to the ESL classroom. In addition, to glossaries, dictionaries, and materials in the native languages represented by ELLs, school personnel who are able to provide support to students during the school day are utilized to provide clarification for ELLs (in their native languages), especially to those who may be struggling with content and concepts in the content areas. Teachers group students of the same language for certain activities so that they can assist each other and respond in their native language. Each of these strategies extend to after and before school programs as well.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers in our school identify and put into practice the best strategies that are needed in standards-based instruction. By using texts geared for ELLs such as, Getting Ready for the NYSESLAT and Beyond, by Attanasio & Associates, Inc., which students in all grades use to engage in activities focused on all four modalities of English acquisition, we ensure that our ELLs are evaluated in all four modalities of English acquisition throughout the year. This resource includes individual student progress charts to assist teachers in assessing the students on their strengths and weaknesses within each modality. This data can be used to inform further instruction while monitoring student progress. The new editions of this tool are aligned with the NYS CCLS and not only serve as test preparation, but as a tool for teachers to use to inform instruction for students' individual needs. An important feature presented in these books for grades 3-5 is the practice in preparing for the English Language Arts assessments, which ELLs are required to take after being enrolled in school for one year or more. Teachers are presented with standards-based/skills-based activities that go beyond traditional test preparation and are designed to be part of their regular instructional program. Books like this help our teachers identify the skills that are our ELLs need and then provide appropriate instructional strategies for teaching them.
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).

a. Plan for SIFE:

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

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

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

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

Instruction will be academically rigorous and will focus on Cognitive Academic Language Proficiency Skills (CALPS). These students have already acquired social English skills, but academic skills are limited. They need various ESL methodologies and techniques to improve in all content areas. This instruction will be on grade level, but will be intensive and vocabulary rich. Small group instruction will be a key part of advancing listening, reading, writing, and speaking skills. Teachers run the RLAT report from ATS to group students according to ability in each combined modality and as a result, meet the specific needs of each student. Classrooms will be equipped with the Award Reading Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels and Understanding Mathematics, another computer based supplemental Mathematics pilot program, which is equipped with Spanish and English audio for all lessons. In addition to ESL services, students will be offered AIS, RTI and Title III

program instruction.

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

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

e. Plan for former ELLs

Transitional Student Support Plan (ELLs that pass NYSESLAT are transitional students for 2 years) P.S. 17's plan for supporting the students who passed the NYSESLAT is as follows:

All former ELLs, who have passed the NYSESLAT exam, will continue to get support services for up to two years, depending on the assessment of individual student needs. Former ELLs receive time and a half (extended time) testing accommodations for up to two years after testing out of the NYSESLAT. These students are also invited to participate and attend the Title III after-school program for additional support. In addition, most of these students are placed in ESL self-contained classes or are in a class that receives ESL push-in services by an ESL service provider, therefore, services for transitional students are not discontinued.

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?

Plan for ELL Special Needs Students:

Special Education ELLs as well as general education ELLs participate in all aspects of school activities such as art, computers, music, physical education, school plays/performances and field trips. Instruction for these students will be predictable and highly structured routines will be in place. The ESL teachers initially analyze the IEPs and NYSESLAT scores of all their students. If the student is not in an ESL self-contained classroom, then the ESL provider collaborates with the classroom teacher and pushes-in when appropriate to team teach with the classroom teacher. Pushing-in ensures that the ESL program is the least restrictive environment. When using the pull-out model, children are placed in a group with general education ELLs on the same grade level instead of always being pulled out separately because they are Special Education ELLs. Lessons use multisensory strategies in order to meet the needs of all learners. Hands-on instruction is incorporated into content area lessons whenever possible. The language is simplified accordingly during each lesson but content will remain on grade level. Main ideas will be reinforced through rephrasing rather than verbatim repetition, and students will play an active role in their own learning. Classrooms will be equipped with the Award Reading Program which integrates interactive technology and print to accelerate reading and language skills based on individual student levels and the bilingual Spanish/English Understanding Mathematics Technology-based Mathematics Program. In addition to ESL services, students will be offered AIS, RTI, and Title III program instruction.

Intervention Programs for ELLs (AIS):

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

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?

In adherence to the Special Education Reform, our Kindergarten classes use flexible scheduling to provide the least restrictive environment to our ELL-SWD population. Students move flexibly to the appropriate class where instruction is taking place, on their level. For example, all of our Kindergarten classes have their ELA blocks at the same time of day. During that time of day a student who is approaching or meeting the standards, and may usually be in an ICT or Self Contained Special Education environment, might move to a general education classroom to receive ELA instruction, but return back to their classroom for Mathematics. In addition, these same students receive 4-8 periods of ESL instruction based on their LAB-R/NYSESLAT levels, weekly. The scheduling of this instruction is planned around the classroom schedule, with a licensed ESL provider who will push-in/pull-out to support instruction.

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:			

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

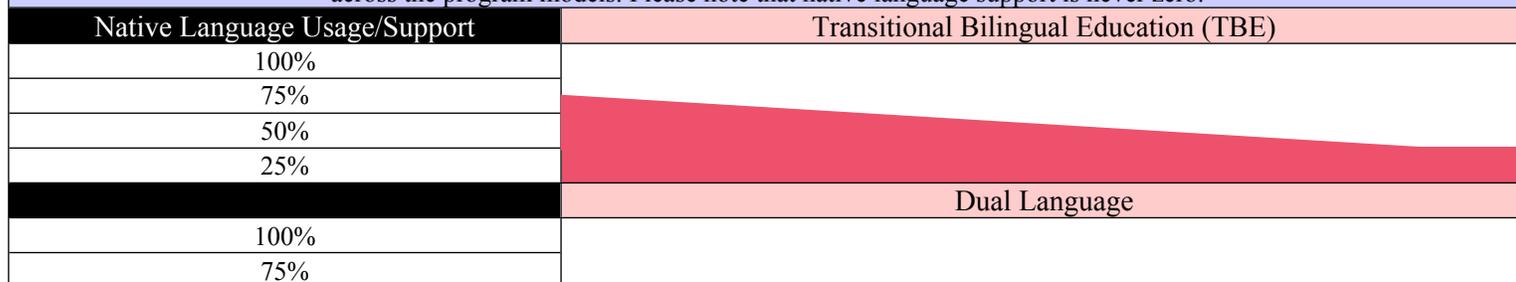
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

Intervention Programs for ELLs (AIS) offered in English:

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

The ranges of intervention are determined by the Tier in which the student is in relative to our RTI three Tier intervention process. Tier I intervention takes place in the classroom and is provided by the classroom teacher. Tier II is also provided in the classroom by the classroom teacher, but includes additional small group 1:1 instruction. Finally, Tier III includes small group 1:1 instruction on a pull-out basis by the AIS provider. In addition, some students in Tier I and/or Tier II attend an after-school Title III program for additional support.

RTI involves backward planning where you start off with the final result you want and then evaluate students to see where they are in relation to your desired target result. You design a program including interventions, where necessary, to bridge the gap between students' present level of performance and the teacher's final desired outcome. All grades (K-5) are involved in this process. We use the results of evaluations such as the running records which are logged into Assessment Pro along with other reading skills; results of periodic assessments for reading and math which can be accessed via ARIS and directly from the Periodic Assessment website as well as unit tests in Reading and Math and On Demand Writing pieces. We compare student performance to grade level expectations as described in the Common Core Learning Standards. Finally, we design targeted instruction for classes, small groups and individual students, that will assist in overcoming the challenges they face as identified by the above mentioned assessments.

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

Our program incorporates ESL methodology and techniques into every content area. This ensures that the needs of our ELLs in both content and language development are supported. Our ESL provider develops specialized supports and strategies that make grade-level course work comprehensible in both the pull-out and push-in program. Teachers regularly modify curriculum to enhance supports for our ELLs, as well as equally preparing ELLs for college and career readiness along with all of the other students in our school. While attending to the NYS CCLS, the ESL teachers and service providers allow ELLs to demonstrate their content knowledge in various ways, according to their language proficiency and are provided additional time to complete tasks and assessments. Ample opportunities are provided for interaction between ELLs and English native language speakers, including listening and speaking exercises that support development of concepts and academic language in the content areas. Teachers also, build on strengths, prior experiences, and background knowledge of our ELLs.

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

Kindergarten has a new Dual Language program designed to support students toward independence with English language proficiency upon entrance to 1st Grade, as well as support their bilingualism. Subsequent years to this one, dual language classes will build onto each grade, leading to the 5th Grade in the school year 2017-2018. 5th Graders promoted to middle school will then be recommended to schools which provide dual language programs for middle and high school.

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

None of our programs are currently being considered for discontinuation.

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 offered by our school. We also have a Title III after school program to support ELL students within the four modalities of the English language and test preparation for the NYSELSAT. In addition, our social worker and psychologist (both bilingual) are currently offering a workshop for students and their parents called, Homework Link. This workshop consists of 10 sessions across , after school, to support parents with skills in guiding their children in completing their homework successfully.

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

Lessons, in both ELA and the other content areas, are multi-modal, giving our ELLs the opportunity to access the material through visual, audio, and kinesthetic experiences (i.e.: SmartBoard lessons and audio/visual elements). Teachers also create scaffolded

lesson activities and assessments designed to support different modalities of learning styles, supporting language learners.

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

In our Dual Language Program students are provided instruction in both Spanish and English using a balanced 50/50 model. They are exposed to texts in both languages, as well. In addition, they are assessed in both Spanish and English. Students are encouraged to speak English during the English instructional blocks. Our one-way Dual Language Program includes content ESL instruction built into the instructional day. ESL is taught through academic content. This program will be offered for the 6 years in which the students attend our school, prior to progression into middle school. In the ESL program, native language is supported through various resources, some examples being, native language libraries, bilingual glossaries in the content areas of ELA, Math, Science and Social Studies, bilingual dictionaries with CDs as well as the use of alternate language paraprofessionals for specific ELL students as mandated by their IEPs.

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

All materials and resources used for ELLs by their ESL teachers/ESL service providers range from maps, books, periodicals, posters, games, audio, DVDs, to software and technology. They are all age appropriate, ranging in levels so that all ELLs receive grade appropriate instruction. All lesson plans for ELLs are planned using grade level concepts and subject matter. Content is made comprehensible for ELLs by using techniques and tools such as modeling what is expected, demonstrations, use of manipulatives and real objects, use of graphic organizers, videos, software and real-life activities such as simulations, reenactments, dramatizations and experiments.

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.

Activities for new ELLs who enroll throughout the school year are offered during, not before the beginning of the school year. These include, being nominated by teachers for the inhouse Early Bird training which is a morning Reading program provided once a week for extra support, staying for our Extended Day program for help with Math exemplars and an invitation for participation to our Title III after-school program which ranges from test practice to instruction involving the four modalities of English.

18. What language electives are offered to ELLs?

There are no language electives offered to ELLs in P.S. 17.

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)?

a. The time is split equally, 50%/50%, between Spanish and English (the target language).

b. The entire instructional day is integrated with no content areas being taught separately. Students are strategically seated according to different language proficiency levels so that students can also serve as language models to each other.

c. Language is separated daily and not by subject, teacher, or theme. Alternate language (English/Spanish), is used each day of the week. For example, "A Week" is: Monday: Spanish, Tuesday: English, Wednesday: Spanish, Thursday: English and Friday: Spanish (Spanish dominant week), while "B Week" is: Monday: English, Tuesday: Spanish, Wednesday: English, Thursday: Spanish, and Fridays: English (English dominant week).

d. The Dual Language Model used for our Kindergarten class is the self-contained, rollercoaster model.

e. Both languages, English and Spanish, are taught simultaneously as there are Spanish and English dominant students in the class.

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.

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

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

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

Staff Development:

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

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

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

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

- ESL teachers will participate in workshops given by BETAC, through Columbia Teachers College and the Office of English Language Learners (OELL).

Our Network Support ESL Instruction Specialists, along with other network support staff and support from the Office of English Language Learners and specialists from CFN 410 will be providing basic continued support and professional development for ESL teachers during the 2013– 2014 school year. The central team of the Office of ELLs provides guidance and conducts professional development institutes for the regional network. They provide assistance and support to our ELL educators and serve as a liaison to our region.

- Teachers will attend grade appropriate workshops to receive training in how to implement the Award Reading Program in their classrooms.

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

As per Jose P., all of our teachers and staff working with ELLs (including non-ELL teachers) are required to have a minimum of 7.5 hours of ELL training with records required to be maintained in the school file of each staff members for proof. All staff will receive ongoing professional development opportunities and support to receive these credits via the following:

- a. In-house staff development workshops on ESL instruction and methodology provided by supervisors, administrators, ESL Coordinators, coaches and ESL licensed teachers
- b. Regional/network professional development opportunities
- c. Full day professional workshops held by Teachers College/OELL.

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?
 1. Parents/guardians will be provided with workshops on various topics such as: homework help, preparing their child for city and state assessments as well as community based programs available for their children. These workshops will be offered during the school day and in the evenings for parents/guardians who work (specific dates and times to be announced). Often the workshops focus on P.S. 17's Book of the Month. The parents/guardians are presented with helpful strategies and resources based on a monthly picture book selection. The parents/guardians have the opportunity to receive a book for their home library and to gain knowledge of ELL strategies that can best serve their child. These workshops incorporate resources such as bilingual dictionaries, glossaries in different content areas and a multicultural lending library in the parents'/guardians' native languages. In addition to these workshops, the parents/guardians are invited to the Annual Citywide ELL Conference. For the first time this year, we are offering a program run by a bilingual instructor for ELL students who need help completing their homework. This is an opportunity to help the parents learn how to support their child in completing their homework, despite frustrating language barriers.
 2. Our Parent Coordinator will also have a critical role in our parent/community involvement for ELLs. Throughout the school year, the Parent Coordinator will invite outside agencies (housing, immigration, social security, etc.) to conduct workshops for ELL parents/guardians. This will provide parents/guardians with information about the various opportunities that are afforded to them. Parents/guardians attend field trips to the library and museums while learning to read, write, speak, and understand the English language to become a better resource for their child. Parents/guardians will also participate in an on-site workshop led by ESL Support Staff, "How to Prepare Your Child for the NYSESLAT".
 3. Parents/guardians of ELLs along with parents of native speakers of English, will be invited to Parents' Association meetings with a translated version of the PA flyer in their preferred language of communication. The Parent Coordinator ensures this process is accomplished by using language translation services. English speaking parents are also asked to volunteer as translators for various school documents or to support other parents/guardians who are less proficient in English. There are also multicultural programs in the school such as P.S. 17's Multicultural Family Night where parents/guardians might volunteer ideas, support the planning and help teach students cultural background information.
 4. Our parental involvement activities address the specific needs of our parents by regularly communicating with parents about what children are learning and by providing opportunities for parents to talk with various school staff members about parents' role in their children's education, through family nights, open houses and well-planned parent-teacher conferences. We welcome parents as volunteers in our school and invite parents in making school decisions that affect the children. Our goal is to build partnerships with families that respond to parental concerns, honor their contributions, and share decision-making responsibilities so that we are able to sustain connections that are aimed at improving student achievement.

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.

N/A

Part VI: LAP Assurances

School Name: 017 Henry D. Thoreau

School DBN: 30Q410

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rebecca Heyward	Principal		10/21/13
Latisha Wright	Assistant Principal		10/21/13
Dina Pilios	Parent Coordinator		10/21/13
Georgia Meletiadis	ESL Teacher		10/21/13
Brenda Carrasco	Parent		10/21/13
Lollinez Perez	Teacher/Subject Area		10/21/13
Ed Trerise	Teacher/Subject Area		10/21/13
Marjorie McDonald	Coach		10/21/13
	Coach		1/1/01
Vickie Mouzakitis	Guidance Counselor		10/21/13
	Network Leader		1/1/01
Annmarie Cala	Other <u>Pupil</u> <u>Accounting Sec</u>		10/21/13
	Other		1/1/01
	Other		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: 30Q017 School Name: 017

Cluster: 04 Network: 410

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

P.S. 17 will provide translated documents for all DOE sponsored memos. These memos will be distributed to parents based on the language survey collected. Any written translation service will be expedited via e-mails and faxed copies through the Department of Education's Translations Unit. Through careful planning and forethought, all requests will be made in a timely fashion to ensure duplication and distribution. When applicable, if P.S. 17 needs any written notices immediately for emergency purposes, we will call upon staff members and parent volunteers. There are always translators provided for PTA meetings throughout the year and several of our libraries in addition to our Dual Language class have a large variety of books in our students different native languages which reflect their cultures.

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

P.S. 17 will provide in-house oral translators as well as accessing the DOE Translation Service Unit. P.S. 17 has and will continue to contract out oral translation services through a Department of Education contracted translation vendor. In addition, we will continue to use school community members for oral translations. P.S. 17 will continue its policy of using the Department of Education's phone service translation at no cost to the school. The school also identifies all the staff that speaks a language other than English and leave information with payroll secretary who reaches out to the translation -interpretation unit if no one who can help is in the building at a time of need.

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

P.S. 17 will abide by Chancellor's Regulation A-663. Evidence of this is seen through translated displays in the main lobby that represent our school's language needs as well as the large welcome sign displayed in front of the building in different languages. Oral and written translation services will be made available and we will continue to access the Translation Service Unit for phone conferences when we cannot utilize in-house staff members. Our Parent Coordinator will continue to distribute DOE memos that represent our parent language needs and all general information that the school must post is done so in all our different languages. P.S. 17 will continue to be in compliance with Chancellor's Regulation A-663. First and foremost, the Parents' Bill of Rights has been posted in all languages that reflect our school community. In addition, our Parent Coordinator will continue to update school officials about particular parent translation needs. P.S. 17 will continue to use internal and external resources on a daily basis. All school monies earmarked for translation services will be used for parent workshops and outside oral translation vendors. We will continue to review parent surveys and will monitor any and all languages of newly admitted students as per the Home Language Identification Survey.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 17Q's Title III Program will provide English Language Learners with supplemental instruction in an After-School Program called Strategies for Success. The supplemental instruction will be provided by 7 certified ESL teachers. These ESL teachers provide full-time instruction to self-contained ESL classes or service ESL students on a daily basis. According to the NYSESLAT scores, we will notify parents/guardians to inform them that their child is eligible to participate in the Strategies for Success Program. The invitations will be extended to students in Grades K through 5. All students who scored at the beginner, intermediate, as well as the advanced level on last year's NYSESLAT (Spring 2012), will be asked to attend the program. Since there will be only one class per grade (except for K-1 which will be a bridge class), beginner, intermediate and advanced level ELLs will all be placed heterogeneously and grouped appropriately by classroom teachers. Delivery of instruction will be in English only, since there are currently no bilingual or dual language programs in our school.

The Strategies for Success Program will run from 3:00 pm to 4:15 pm for Grades K-5. The program will take place on Tuesdays and Wednesdays only, excluding holidays for all grade levels. It will begin on December 4, 2012 and end on April 17, 2013. We anticipate that this program will run for approximately a total number of 32 sessions. This additional support will provide students with the strategies and skills that are needed to meet Common Core ELA/ESL Standards. The supplemental help will focus on ESL grade level standards that are alligned with common core standards, specifically in the four modalities of the English language. Using ESL strategies and methodologies, our ESL licensed teachers, will provide rigorous activities to promote English language proficiency. Based on survey results, we anticipate a total of 5 classes servicing approximately 115 ELL children. Supplementary materials will focus on the skills that are required to master the ESL Standards and through this achieve a higher or proficient level on the NYSESLAT. Getting Ready for the NYSESLAT and Beyond, by Attanasio & Associates, Inc. will be used to service all of our students in Grades K-5. Students will use individual charts and rubrics to track their progress in reading, writing, speaking, and listening skills. Children will be exposed to realistic scenarios through detailed pictures (some of which are in color) and vocabulary rich text. The books support oral language development and allow for student accountable talk and social interaction. This program also fosters group work and lends itself to differentiated instruction. Each child will be provided with their own consumable activity workbook. Each Teacher's Edition includes a CD for the listening section. The activities have been designed and alligned with the components of the NYSESLAT so that students are exposed to the format and language of the test.

The workbooks contain practice questions and passages for all four portions of the NYSESLAT. The questions range from sentence completion, to storytelling, social interaction, listening scenarios with a written response, reading passages, spelling with a graphic cue, editing paragraphs and formal essay writing. The questions vary depending on the modality and grade level of the students. The reading and writing portions incorporate content area skills and knowledge such as Science and Social Studies. Other skills reinforced include, author's purpose, drawing conclusions, figurative language, inference, main idea, prior knowledge, prediction, problem solving, sequence, word meaning, fact/detail, moral/lesson, picture/word I.D., etc. Basic and higher order thinking skills are incorporated into each exercise and vocabulary and language development are an inherent aspect of this program.

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Part C: Professional Development

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

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

Begin description here: Professional Development Programs: On November 15, 2012, from 3-5 pm, P.S. 17Q will provide a professional development session for all Strategies for Success Title III teachers. This professional development will take place before the Strategies for Success program launches, in order to familiarize the staff on how to successfully prepare our students for the NYSESLAT. As a group, teachers will share best practices and be provided with opportunities to work together to determine how to integrate the strategies into instructional practice in the classroom. We will use the expertise of our two certified ESL service providers and Coordinator who will serve as staff developers to familiarize the teachers with the manuals and student books as well as the implications for instruction so that the program is delivered by professionals who have been properly trained.

In addition, there will be a series of staff development sessions for all teachers that will take place during official hours presented by the school coach and facilitated by our ESL Coordinator and providers. They will focus on data and how to interpret it to drive instruction that helps to meet the needs of our English Language Learners. NYSESLAT scores will be analyzed to determine what skills we need to address on an individual basis; these scores and data will drive our differentiated instruction within the classrooms. In addition, our ESL teachers will be part of any upcoming professional development that the Cluster and Central holds and that Columbia Teachers College will hold as well. We will then ask these teachers to turn-key any new information that they have learned back to the staff.

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

☐ A variety of workshops given by the Office of ELLs throughout the year, will provide our teachers with knowledge on the needs of English Language Learners and implications for instruction. The ESL Coordinator of our school will receive dates, locations and topics of applicable workshops given by the OELLs and select which are appropriate for specific staff members in our school to attend.

☐ Support specialists from CFN 410 will be providing basic continued support and professional development for ESL teachers during the 2012– 2013 school year.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Parental Involvement:

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

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

Parents/guardians of ELLs along with parents/guardians of native speakers of English, will be invited to Parents’ Association meetings with a translated version of the PA flyer in their preferred language of communication. The Parent Coordinator ensures this process is accomplished by using language translation services. English speaking parents/guardians are also asked to volunteer as translators for various school documents or to support other parents/guardians who are less proficient in English.

This year, the Parent Coordinator has invited all parents of ELLs to join the "We Are New York" ESL Conversation Group, created by the New York City Mayor’s Office of Adult Education and The City University of New York. This course is designed to help immigrant parents learn and practice conversational English. As a class, the parents are given the opportunity to engage in discussions together while looking at pictures and watching videos of realistic scenarios. There will be 1 class per week for 10 weeks, with the goal of supporting oral language development and empowering parents by informing them of how to utilize language translation/interpretation and 311 services available to them.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

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

Allocation Amount: \$0

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