

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**04M171**

**School Name:**

**P.S. 171 PATRICK HENRY**

**Principal:**

**DIMITRES PANTELIDIS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS/IS 171 (Patrick Henry) School Number (DBN): 04M171  
Grades Served: Pre-K to Grade 8  
School Address: 19 East 103 Street  
Phone Number: 212-860-5801 Fax: 212-860-6079  
School Contact Person: Dimitres Pantelidis Email Address: Dpantel2@schools.nyc.gov  
Principal: Dimitres Pantelidis  
UFT Chapter Leader: Alex Stimmel  
Parents' Association President: Jasainia Ramos-Lopez  
SLT Chairperson: Jeanne Stein  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jasainia Ramos-Lopez  
Student Representative(s):

**District Information**

District: 4 Superintendent: Alexandra Estrella  
Superintendent's Office Address: 160 East 120 Street, New York, NY 10035  
Superintendent's Email Address: Aestrel3@schools.nyc.gov  
Phone Number: 212-348-4107 Fax: 212-348-4107

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, 8<sup>th</sup> Floor - New York, NY 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646-470-0721 Fax: 212-356-7546

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dimitres Pantelidis	*Principal or Designee	
Alex Stimmel	*UFT Chapter Leader or Designee	
Jasainia Ramos-Lopez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Raquel Morales	Member/ Parent	
Karla Lema	Member/ Parent	
Aharon Schultz	Member/ Teacher	
Donna Kim	Member/ Teacher	
Kia Singleton	Member/ Parent	
Alexandra Castillo	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeanne Stein	Member/ Teacher	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS/IS 171 is housed in a gothic five story building in East Harlem on 103 Street between Madison and Fifth Avenue. Our Pre-Kindergarten through grade eight classes have approximately 720 students representing an ethnically diverse population comprised of 65% Hispanic, 27% African American, 3% Caucasian, 1% American Indian and 4% Asian students. Special education students account for approximately 20% of our students. The demographics of our School-wide Title I school includes

a free/reduced lunch rate of 100%.

PS/IS 171 strives for high levels of academic achievement and has a strong parent component. From 2005-2014, the school met state standards for both English Language Arts (ELA) and Mathematics according to the performance index. The school either met or exceeded AYP targets for both ELA and Mathematics for the past ten years. Our academic program is articulated through the grades and is aligned to the Common Core Learning Standards. This enables the teachers to build strong foundation skills and a comprehensive knowledge base with critical and higher level thinking skills. One hundred percent of our students are taught by highly qualified teachers. Student attendance and 'on time' performance is closely monitored through a school-wide program. We strongly believe that students learn best when they are actively engaged within the activities of a rigorous and challenging curriculum.

Our school has established strong partnerships with more than two dozen cultural and educational organizations including: Harlem Center (grades 6-8) and Harlem RBI (grades K-5) afterschool programs, Mount Sinai Hospital, Academy of Medicine, Say 'Yes' Program, Carmel Hill Fund/Accelerated Reader, New York Horticultural Society, New York Cares, Urban Advantage Science Program, Hunter College, Columbia University, Studio in a School, City Center and Chess in the Schools.

Results of the 2013 and 2014 Learning Environment Surveys indicate that parents strongly believe that our school has high expectations and encourages children to have stamina and persistence with challenging work. Parents strongly agreed that their children are on track for college, career and success in life and that the school implements rigorous and meaningful academic goals for their students. Parents were in strong agreement that they are kept informed about their child's progress and were satisfied with services including tutoring, afterschool programs or workshops. Parents felt that the school creates a physically and emotionally secure environment in which each child can focus on learning. Students strongly agreed that the school encouraged them to do their best by developing rigorous and meaningful academic goals. 100% of students agreed that teachers expected all students to work hard and that teachers encouraged them to keep trying when completing challenging work. Students also felt strongly that their teachers expected them to continue their education after high school and kept them on track to be promoted and for college and careers. Students agreed with parents that the school created a physical and emotionally secure environment in which they could focus on learning. Students also agreed that there was an adult they could go to for help with a problem.

PS/IS 171 is a collaborative, caring community composed of dedicated faculty, earnest and intellectually curious students and supportive and concerned parents. Through celebrations and traditions, professional development, partnerships and grants, we support and strengthen our school culture and sense of pride in our school community.

Areas of Student Celebration:

- Awards Assemblies in November, March, June to honor student achievement/attendance.

- Holiday and Cultural Heritage Concerts (Nov, Dec, Jan, Feb, May)
- ‘Stepping Forth’ Pre-Kindergarten and Kindergarten Ceremonies / Eighth Grade Graduation Ceremony
- National Junior Honor Society Induction Ceremony

Unique Features of our School Community:

- Three ‘state of the art’ Science Labs (Elementary, Grade 6-7, Grade 8)
- Two ‘state of the art’ Computer Labs / Laptop Carts / iPads
- Smartboard and Document Cameras in every classroom
- History/Media Lab
- Studio in a School Program (18 years)
- Chess in the School (15 years)

College and Career Readiness

- Accelerated Reader Summer Gifted Program at Vassar, Yale and Princeton Universities
- Mathematical Problem Solving Summer Program at Bard and Sienna Colleges
- Harlem RBI / Harlem Center / G.O.A.L. After School Programs
- Urban Advantage Science Program
- Chess in the Schools / Chess Club / Saturday Tournaments
- Horticultural Society ‘Apple Seeds’ Program
- New York City Center / Early Stages Theater Programs
- Mt. Sinai Center for Excellence ‘Day With a Scientist’ Program
- Say ‘Yes’ Program / DREAM Program for Specialized HS

As articulated in our school Vision Statement – through distinguished teaching, we meet the needs of our diverse learners providing resources and technology to prepare them for college, career and our competitive world.

Our goals for the 2015-2016 reflect our commitment to our students and the East Harlem Community to provide the highest quality educational learning experiences for our students through:

- Implementing a comprehensive cross-content grade specific Common Core Learning Standard curricula that addresses the needs of all of our students including English language learners, students with disabilities and high achievers.

- Expand school-wide structures and supportive systems within our school to ensure high levels of attendance and promotion in our Pre-Kindergarten to Eighth Grade program.
- Refinement of protocols for curriculum planning to reflect new initiatives across the grade levels to ensure that lessons and units of study meet the specific needs of all students.
- Enhance the pedagogical skills of teachers through high expectations, professional learning opportunities and effective feedback from all informal and formal observations.
- Increase parent outreach efforts to engage a larger number of parents within the activities of our school. Increase student opportunities to participate in a variety of school-based programs and interventions sponsored by identified partners from community-based organizations to support social, emotional or academic development.

### 04M171 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	730	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				1
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	9	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	78.8%	% Attendance Rate		93.3%
% Free Lunch	65.9%	% Reduced Lunch		0.7%
% Limited English Proficient	2.2%	% Students with Disabilities		21.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		25.4%
% Hispanic or Latino	64.4%	% Asian or Native Hawaiian/Pacific Islander		4.8%
% White	4.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		4.99
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	40.1%	Mathematics Performance at levels 3 & 4		52.4%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		93.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		97.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After completing a comprehensive review of ELA results from the New York State Spring testing in 2013 and 2014, results from running records, performance based assessments, Achieve3000 and other formative assessments, it was determined that grade level teams need to further revise and align curriculum maps and curriculum based assessments to reflect changes in Common Core Learning Standards that would result in more rigorous curriculum and instruction for all students.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school staff will implement a comprehensive cross-content grade specific Common Core Learning Standard curricula that addresses the needs of all of our students including English Language Learners, students with disabilities and high-achievers and will result in an increase of two levels on running records K-5 and an increase of fifty lexile points on Achieve3000 for grades 6-8.

b. Student writing skills will show improvement on the school-wide writing rubric in two of three areas.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Provide teachers with professional development and resources focused on alignment of performance tasks and portfolio evidence with implementation of new resources and curriculum from Teachers College.	Teachers and support specialists PreK – Gr. 8	September, 2015 – June, 2016	Principal, Assistant Principal, Coaches, Consultants, PD Committee.
Through the Professional Learning Cycle (PLC), increase the repertoire of teacher skills to engage students in higher order thinking and deep reasoning (Danielson 3b).	Teachers and support specialists PreK – Gr.8	September 2015, June, 2016	Principal, Assistant Principal, Coaches, Consultants, PD Committee.
Through the Professional Learning Cycle, deepen teacher understanding of Depth of Knowledge (DOK) to increase reading comprehension skills with emphasis on subgroups including English language learners, students with disabilities and students receiving speech and language.	Teachers and support specialists PreK-Gr.8	September, 2015 – June, 2016	Principal, Assistant Principal, Coaches, Consultants, PD Committee.
Through the Professional Learning Cycle, support grade level teams with differentiating units of study to ensure all student subgroups, English language learners, speech and language, special education and academic intervention services are provided with necessary scaffolds to access rigorous curriculum.	Teachers and support specialists PreK-Gr.8	September 2015 –June, 2016	Principal, Assistant Principal, Coaches, Consultants, PD Committee.

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>As a Title I School-wide program school, we will incorporate Conceptual Consolidation which will allow us to combine Federal and local funds to include Fair Student Funding (Tax Levy), Title I Funds and Title IIA Supplemental and human resources to maximize our budget resources to improve student achievement.</p> <p>Library Books – TL NYSTL Library Books</p> <p>Achieve3000 (Grades 3-8) – Title I SWP</p>

Supplies – Title I SWP

Teachers College Writing Units of Study (K-8) – TL Fair Student Funding

Per Session Funds – TL Citywide Instructional

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Running Records will be administered on alternate months (September, November, January, March, May/June) and individual class progress charts will be maintained. Results will be analyzed by classroom teachers, special education teachers, ESL teacher and coaches. Principal will review data during monthly teacher data conferences. At midyear, in January 2016, teachers will review student growth with running records from September – January. An individual action plan will be developed for any student who does not demonstrate minimum growth of at least one reading level.

Achieve3000 pre-assessment will be administered to students in grades 6-8 in September, 2015 to establish lexile reading levels for differentiated instructional non-fiction reading lessons. At midyear, in January 2016, teachers will review student growth with Achieve3000 using a minimum growth of fifty Lexile points to demonstrate improvement in reading comprehension.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In our continuing efforts to improve the quality of our school culture to ensure that our students and staff learn and work in a respectful and trusting environment that celebrates learning, sets high expectations and meets the diverse needs of all learners academically, socially and emotionally from Pre-Kindergarten to Eighth grade, we will continue the work of the previous year and focus our energies in several areas:

- Expand strategies and partnerships to support College and Career Readiness Benchmarks to ensure that our students develop the necessary ‘habits of mind’, motivation and independence for success.
- Develop programs that provide clear and focused guidance and advisement for students to support them as they transition to high school, college and career.
- Expand communication to parents through online resources and opportunities to participate in learning activities
- Maximize instructional time through innovative scheduling and enhanced protocol and procedures for attendance and punctuality.
- Maintain focused learning environments through school-wide systems for behavior as documented in code of conduct and parent-student handbook.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school-wide structures and supportive systems will result in maintaining 90% or higher school attendance rate with 90% promotion rate in grades K-7 and 100% graduation rate in eighth grade.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Maintain strong partnerships with rigorous academic, college and career focus including Mount Sinai Center for Excellence in Youth Education “Day With A Scientist” Program, Urban Advantage Science Program, Summer Program in Mathematical Problem Solving, Accelerated Reader Gifted Summer Institutes at Vassar College, Yale, and Princeton University, Say ‘Yes’ Program and DREAM Program for Specialized High School Preparation, Harlem Center Afterschool, Chess in the Schools and New York Academy of Medicine.	All students in fifth through eighth grade (5-8).	September, 2015-June, 2016	Principal, Assistant Principals, Guidance Counselor, Teachers (5-8)
Establish new partnership with Child Mind Institute to provide mental health support for students in kindergarten through eighth grade and workshop programs for parents and professional development for teachers.	Students, Parents and Teachers (PreK-8) at PS/IS 171.	September, 2015-June, 2016	Principal, Assistant Principals, Guidance Counselor, Social Workers
Refine school-wide intervention support for students through implementation of Response to Intervention (RTI) in coordination with other academic support programs.	Students in K-8	September, 2015-June, 2016	Principal, Assistant Principals, Coaches, Teachers (PreK-8)
Increase use of technology to keep parents informed of student progress through Accelerated Reader, Achieve3000, Engrade, Class Dojo, Remind101, Edmodo and school website.	All students and parents PreK-8.	September, 2015 – June, 2016	Principal, Assistant Principals, Data Specialist, Teachers (PreK-8)

#### **Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Supplemental Funds and human resources together with grant funding from our community partnerships to support program to improve student outcomes and school performance.

AIS Teachers – TL Fair Student Funding

Guidance Counselor – TL Fair Student Funding

Social Worker – TL Fair Student Funding

CUNY Intern – TL Fair Student Funding

Accelerated Reader (Renaissance Learning) – In Kind

Per Session Funds – TL Citywide Instructional)

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school will develop a database linking each class with partnership activities with the goal of at least one partnership collaboration per class by January 2016. Attendance will be monitored daily with strategic follow-up by school personnel for students absent more than 10% of school days from September-January 2016. Using a variety of data including standardized test scores, attendance and student portfolios, the school will notify parents in January 2016 or students who are ‘Promotion in Doubt’ and develop an action plan to support student progress.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A major focus over the past three years is to enhance the collaborative effectiveness of teacher teams resulting in refinement of pedagogical practices, common core aligned curriculum and systematic monitoring of student progress using various data sources to ensure continuous monitoring of student learning. Our teacher teams have been restructured to ensure that teachers’ professional responsibilities align with the school’s instructional goals, focusing teacher time on instructional work and resulting in improved instruction that engages all students in challenging academic tasks. For the 2015-2016 school year, teacher teams will focus on the use of protocols for examining student work such as performance tasks, baseline assessments and writing aligned to the unit of study to inform and adjust instruction and extend out this information to inform planning and creation of tasks that include rigor and challenge.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all grade level teacher teams will utilize coherent protocols for curriculum planning and look at student work as evidenced by Teacher Team meeting minutes and completed documentation with 90% of teachers showing alignment in their lessons to the curricula and grade level expectations.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teacher teams will meet regularly to norm using rubrics, select exemplars, analyze student work and make adjustments/revision to curriculum, program and practices to ensure coherent instruction across teams.	Grade level teams Pre-K to grade 8.	September, 2015-June 2016	Principal, Assistant Principals, Instructional Coach
Administration will conduct informal and formal observations with actionable feedback aligned to the framework. They will conduct grade level walk-through's for the purpose of norming our evaluation practices and to gather evidence to determine patterns and trends in both teacher practice and student learning.	Grade level teams Pre-K to grade 8 and support specialists	September, 2015-June 2016	Principal, Assistant Principals
Teacher teams will utilize student work protocol, data-driven dialogue protocol and 'noticings' from informal assessments to refine curriculum maps and units of study.	Grade level teams Pre-K to Gr. 8, with support specialists	September, 2015 –June, 2016	Principal, Assistant Principals, Instructional Coach
As part of the Professional Learning Cycle, teachers will apply knowledge gained from theme of research-based study to enhance analysis of student work and pedagogical practice.	Grade level teams Pre-K to Gr. 8 with support specialists.	September, 2015-June, 2016	Principal, Assistant Principals, Instructional Coach, Professional Development Committee

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental Funds and human resources to support program initiatives to refine the use of protocols to examine student work to enable us to adjust instruction and inform planning to ensure high levels of rigor and challenge for students.</p> <p>Library Books – TL NYSTL Library Books</p> <p>Rally Education – Title I SWP</p> <p>Professional Development Consultants</p>
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Supplies – Title I SWP

Per Session – TL Citywide Instructional

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, teachers will submit two six-week instructional plans to the principal reflective of data driven curriculum refinement developed within teacher teams.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Danielson Framework for Teaching has served as the foundation for developing effective teaching practices at PS/IS 171 for the past four years. Staff has been significantly steeped in learning and following the tenets set forth in the framework. To that end our school community has developed a shared understanding of effective instruction through strategic professional development focused on specific components of each domain. Based on the Advance selection option chosen during PIC conferences, administrators conduct informal and/or formal observations for each teacher using the framework and specific identified ‘look fors’ as a guide resulting in actionable verbal and written feedback with next steps. Continual reflections and revision of curriculum and practices has positively impacted student learning and there is ongoing identification of next steps to meet the diverse needs of our students. Our focus for the 2015-2016 school year is to refine and strengthen the systems and protocols in place to ensure that we maximize student achievement and teacher performance.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leadership will effectively communicate high expectations to staff and provide all necessary supports including professional learning opportunities and effective feedback from all informal and formal observations that will result in 80% of teachers receiving effective and highly effective ratings in **Advance** .

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Set school-wide monthly expectations with ‘Look Fors’ focused on specific components/elements for each Domain to meet the needs of all learners with emphasis on subgroups including students receiving ESL, SETSS, ICT, AIS and Speech and language support.	Teachers Pre-K to Grade 8, Support Specialists	September, 2015-June 2016	Principal, Assistant Principals, Instructional Coach
Teachers will incorporate Danielson best practices within common core aligned revised curriculum with specific strategies to meet the needs of subgroups including English language learners, special education and academic intervention services.	Teachers Pre-K Gr. 8, Support Specialists	September, 2015-June 2016	Principal, Assistant Principals, Instructional Coach
The Principal and his administrative team will establish a monthly Inter-visitation Schedule for new teachers to observe their mentor teachers and grade level team leaders within the classroom setting.	Teachers Pre-K to Grade 8, Support Specialists	September, 2015-June 2016	Principal, Assistant Principals, Instructional Coach, Grade Level Team Leaders
The Professional Development Committee will implement weekly programs focused on our School Goals Phase V – “Cycling Our Work” using the monthly Professional Learning format including research-based articles, application to classroom practice, data to inform instruction, guest speakers and teacher reflections after every Professional Learning Cycle.	Teachers Pre-K to Grade 8, Support Specialists	September, 2015 – June 2016	Principal, Assistant Principals, Instructional Coach, Professional Development Committee

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Supplemental Funds and human resources to support system-wide implementation of a research based rubric that promotes teacher self-reflection, increased rigor within curriculum, pedagogical growth and engagement of students.</li> </ul> <p>Teachers College Reading Units of Study (K-5)</p>

Pearson 'Go Math' (Grades 6-8) – TL NYSTL Textbooks (Core Curriculum)

Professional Development Consultants

Per Session – TL Citywide Instructional

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January, 2016, the Professional Development Committee will complete a minimum of two cycles including research-based articles, application to classroom practice, data to inform instruction, guest speakers and teacher reflection. The principal and assistant principals will document teacher ratings in Advance based on formal and informal observations to gauge progress toward 80% effective or highly effective.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to results from the 2013 and 2014 Learning Environment Survey, parents strongly believe that our school has high expectations and encourages students to have stamina and persistence with challenging work. Parents were in strong agreement that they are kept informed about their child’s progress (99%) and were satisfied with services including tutoring, afterschool program or workshops. Parents felt that the school creates a physically and emotionally secure environment in which each child can focus on learning. 98% of parents were satisfied with the Instructional Core of our school and 93% with the quality of our school culture. We strongly believe that through celebrations and tradition, professional development and partnerships, we strengthen and support our school culture and sense of pride in our school community. Our focus for 2015-2016 is to provide enhanced opportunities for our parents and students to participate in a wide variety of programs and partnerships across the grade levels.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all parents will be offered the opportunity to participate in a variety of outreach efforts with 75% of parents attending school events (assemblies, publishing parties, curriculum nights) or parent conferences as measured by attendance sheets and parent feedback results from the Learning Environment Survey.

By June 2016, 100% of students will be provided with an opportunity to participate in a variety of school-based programs sponsored by identified partners from community-based organizations to support social, emotional or academic development.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Administration, classroom teachers and support specialists will work collaboratively to further refine the format for school-wide Fall and Spring Curriculum Nights.			
Promote student participation in after school programs based at PS/IS 171 (HarlemRBI, Harlem Center, GOAL, Opus 118). Promote family participation in curriculum-based and college focused activities and trips (Urban Advantage Science, Harlem Center College, Chess in School Tournaments)			
Administration, classroom teachers and specialists will review and refine the current school-wide protocol for Tuesday Professional Work Time to increase parent outreach and communication.			
Promote attendance at parent conferences, awards assemblies, curriculum evenings and parent workshops through continuous communication with parents including newsletters, auto messenger, school website, emails, flyers and announcements.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
As a Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Supplemental Funds and human resources to support system-wide implementation of enhanced family and community activities.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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Attendance will be monitored during Fall Curriculum night and November Parent Conference Day and Evening with goal of 75% parent attendance school-wide. Results of Learning Environment Survey will be reviewed and shared with parents at PTO Meetings, faculty meetings and school newsletters. The SLT will review and discuss the results of the Learning Environment Survey.

Parent Coordinator – Tax Levy

Chess in the Schools – Title I SWP

Appleseeds – Title I SWP

Supplies – Title I SWP

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students scoring at or below level 2 on New York State ELA test	CAFÉ (Conferring Protocol), Workshop Model, Close Reading	Combination of small group, one-to-one tutorial, team teaching	Regular school day
<b>Mathematics</b>	Students scoring at or below level 2 on New York State Math	Problem-solving approach with manipulative	Combination of small group, one-to-one tutorial, team teaching	Regular school day
<b>Science</b>	Students scoring at or below a 2 on NYS Science test.	Inquiry-based approach to science activities	Combination of small group and team teaching	Regular school day
<b>Social Studies</b>	Students scoring at or below level 2 on NYS ELA test.	Non-fiction strategies including note taking and use of graphic organizers	Combination of small group and team teaching	Regular school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Referral through Student Based Support Team (SBST)	Problem-based literature discussion, individual counseling	Combination of small group and on-to-one	Regular school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>New teachers are encouraged to attend Department of Education Summer Training programs sponsored by the DOE.</p> <p>New teachers attend weekly Thursday afterschool workshops focused on Teacher Effectiveness Framework.</p>

Professional Development and MOSL committee members are encouraged to attend ADVANCE Summer Training.

All teachers (Pre-K to Grade 8 and Clusters) and paraprofessionals attend full day workshops in September, November and June focused on school goals.

Classroom teachers meet monthly with Principal and Assistant Principal to review class/student data with regard to student progress (individual, class, subgroups).

Classroom teachers and support specialists are provided with ongoing support with consultants

Teachers in grade 6-8 are provided with professional development through Urban Advantage Program.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

#### **4b. 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 meet in grade level teams and cross functional teams to review student data gathered from running records, interim assessments, city and state assessments, portfolio assessment and performance-based assessments.

Teachers in grades K-5 administer running records and expect each student to increase a minimum of one reading level by January and an increase of a second reading level by June 2016.

Grade level teams work collaboratively to develop common performance-based assessments for each unit of study. Interdisciplinary teams in grades 7-8 meet weekly to review and align units of study and assessments.

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

Teachers participate with inter-visitations with regard to implementation of best practices.

Teachers are encouraged to participate as members of the Professional Development Committee.

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

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	402,647.00	X	19, 20, 21, 22, 23
Title II, Part A	Federal	104,470.00	X	14, 21
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,816,056.00	X	11, 12, 13, 14, 15, 16, 17, 18

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**PS/IS 171 Parent Involvement Policy (PIP) 2015-2016**

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 the school. **PS/IS 171**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/IS 171** will support parents and families of all of our student as we are a School-wide Title I school by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, 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, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents 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;

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

- holding a fall and spring Parent Curriculum Evening;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams and Parent Association
- supporting or hosting Family Day events;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- provide written and technology-based ongoing communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **PS/IS 171 School-Parent Compact 2015-2016**

**PS/IS 171** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year to inform parents of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the Parent Involvement Policy and School-Parent Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete homework and submit all assignments on time;
- follow 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 to do my best in completing all my work.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>4</b>	Borough <b>Manhattan</b>	School Number <b>171</b>
School Name <b>Patrick Henry Preparatory</b>		

### 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 ENL teacher, and one parent.

Principal <b>D.Pantelidis</b>	Assistant Principal <b>D.Zararis</b>
Coach <b>J.Stein</b>	Coach <b>M.Locke</b>
ENL (English as a New Language)/Bilingual Teacher <b>D.Kim</b>	School Counselor <b>D.LaSanta</b>
Teacher/Subject Area <b>A. Schultz/6<sup>th</sup> Gr ICT teacher</b>	Parent <b>Takiyah Tinsley</b>
Teacher/Subject Area <b>J.Pollino/8<sup>th</sup> Gr ELA</b>	Parent Coordinator <b>D.Spears</b>
Related-Service Provider <b>A.Kopchains</b>	Borough Field Support Center Staff Member <b>A.Cohen</b>
Superintendent <b>A. Estrella</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>736</b>	Total number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	16	<b>Newcomers</b> (ELLs receiving service 0-3 years)	10	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	10			3		3			1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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			1	1		1	4	2	1					0
Chinese	1	1												0
Russian														0
Bengali	1	2			1									0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2													0
<b>Emerging</b> (Low Intermediate)							1							0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)		3	1	1	1	1	3	2	1					0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3					1				0
4									0
5	1								0
6	2		3						0
7			1						0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The assessment tool that our school uses to assess the early literacy skills of our ELLs include Fountas and Pinnell Reading running records, Accelerated Reader software such as STAR Reading and STAR Early Literacy, Student Portfolios, NYC performance assessments, RALLY simulations, Teacher conferencing, CAFÉ/FACE model. These forms of quantitative data report detailed improvements of lexile performance, how students perform on certain reading comprehension, and writing activities according to the new common core standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data patterns across new language levels (entering, emerging, transitioning, expanding and commanding levels) shown from the RNMR report of past assessments (NYISTELL and NYSESLAT) show a 47% increase of meeting an annual measurable achievement in the progress of learning English. Majority of our ELLs are of the expanding level and have made an increase in proficiency since the first entry level on the NYISTELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The AMAO tool breaks down the patterns across the NYSESLAT modalities- reading/writing/speaking/listening which then affect instructional decisions based on examining assessment results of the NYSESLAT from 2014-2015. There are a number of steps taken to ensure that student progress is analyzed longitudinally across different modalities. As part of this process, the ESL teacher reviews the NYSELAT results for each student's from previous year in four modalities: listening, reading, speaking and writing to assess individual progress. Each strand is analyzed according to component skills to better understand individual results. A typical pattern that emerges is students lag behind in their written expression due to the lack of vocabulary and syntax miscues. This occurs because their native language syntax is different and the transfer is difficult for the students. Also, with the new alignment to the common core standards, students are required to be more descriptive and detailed in their statements. Students are also required to read diagrams or maps using proper vocabulary in context. In reading, one of the major problems is fluency which interferes with student comprehension because they are preoccupied with basic decoding of vocabulary in context rather than comprehending the text. In the modalities of listening and speaking, our ENL students tend to do fairly well according to the results of the NYSESLAT Modality

Report. The information gained from in-depth analysis of the NYSESLAT (RNMR) provides essential information for curriculum planning, skill development, pacing and sequencing of comprehension strategies and accountable talk ( think-alouds, think-pair share )activities to increase fluency and comprehension. The results indicating the strengths and weaknesses of individual students inform the instructional program both within the regular classroom setting and the individualized support of the ESL teacher. :

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

A.) ELLs are faring in tests taken in English as compared to the native language are shown in our School Accountability report. In ELA, 100% of our Hispanic and Latino spanish speaking students have made AYP. According to the accountability report, 100% of our Hispanic and Latino Spanish speaking students have also made AYP in the New York State ELA and Math assessment. ELL periodic assessments have shown a substantial increase in all four modatlities : Listening, speaking, reading and writing across all grades 3-8. Running records for grades 1-8 as well as Accelerated reader results show an increase of our ELL learners in English proficiency in reading and writing as compared to their native language.

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

C.) The native language is used to build background and bring cultural awareness into the classroom to promote learning of the English language. For example, when teaching specific vocabulary, cognates are used to help students find a middle ground between their native language and English. Teachers can observe the proficiency in the first language to better understand the students' learning progress of the second target language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]  
Our school ensures that all teachers prvide students with a strong TIER 1 instruction. Technology is highly used through computers, ipads, macbooks, computer labs in grades K-5 to strengthen the core instruction Teachers use the data to properly plan and execute lessons aligned to the common core by providing many forms of comprehensible input, planning and preparation, strategies, building background, positive interaction, strategic grouping, constant practice, and lastly assessment pieces. Upon maximizing all strategies within the classroom, the ESL teacher as part of the School Based Support Team work collaboratively with teachers and parents to assist TIER 2 and TIER 3 students by a push-in or pull-out system made for smaller groups.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
The ENL teacher as well as all content area teachers emphasize the needs of our ELLs while planning all lessons. Focusing on TIER 1, TIER 2, TIER 3 vocabulary words allow students to be able to read, write, listen and speak using the proper academic language to fulfill the lesson objectives. Teachers keep in mind of strategic grouping as well as using most appropriate strategies such as modeling, think alouds, story mapping, role-playing, and having ample amount of resources. The most important component would be to truly understand and know your ELL learner and his or her learning style to best suit his/her needs to faciliate the learning of the new language.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

NOT APPLICABLE

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
To evaluate the success of our ENL Freestanding Program, Patrick Henry School (P.S. / I.S. 171) provides extensive support for all students attending our school. The goal is to provide the necessary support within the least restrictive environment that will ensure that our students are successful in their school experience – academic, social and emotional. Students eligible for ESL services are monitored closely by the ESL teacher in coordination with other support specialists including special education, academic intervention, speech and language, literacy coach, guidance counselors and administration. Constant item analysis of both informal and formal assessments assist the ESL teacher's instruction as well as the student's progress of acquiring the English language across all content areas. Student checklists, student exit slips, student to teacher journals, rubrics, feedback and reflection forms all assist in the monitoring of student development. AMA01 and AMAO2 data, School Progress Reports, STAR Reading, Accelerated Reader, Achieve3000, L2RPT results also assist in the study of student assessment and progress/success. These reports generated from the plethora of software programs we implement and align to our curriculum show tangible results in students' reading performance. We believe that every student can be successful in accessing the core curriculum when provided with the necessary support and resources.

During the 2015-2017, we will continue to dedicate our efforts toward maximizing student achievement for students participating in our Free Standing ENL Program.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

As per CR PART 154, School districts are required to identify ELLs as Students with Interrupted/Inconsistent Formal Education (SIFE) as an additional part of the informal interview. Also, during the identification process, a review of academic history and student work samples are part of this process. Students are take part in our interim assessments as soon as the second day of school in both ELA and MATH to determine the level in the home language.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

P.S.171 implements the state mandated ELL identification process to ensure individualized decisions can be made by the qualified personnel which includes the Language Proficiency Team along with the Committee on Special Education when identifying newly enrolled students with IEPs. The LPT team consists of the certified TESOL teacher grades K-12, the school psychologist, the certified ICT special education, speech therapist, and SETTS provider. First , the administration of the Home Language Questionnaire along with an individual interview with the student is conducted. Following the decision for futher screening, the LPT team collaborates to ensure that the student being considered to take the proficiency assessment needs additional evidence to be screened with NYISTELL, the statewide English Language Proficiency Identification Assessment (in addition to the Spanish LAB-R if home language is Spanish). The LPT must convene in order to come to a collaborative decision whether or not the student will be administered the NYISTELL due to a learning disability. The eligibily of ENL services will be determined by the scores of this assessment in which the results are immediate so that the student can then be placed into the ENL program. Based on a student's history of language use in the school and community, the results of the indivial evaluation of the student conducted, infomration provided by the CSE team, the LPT team must make a determination whether it is second language acquisition question or a disability preventing the student's language proficiency. The student's parent or guardian must be involved and provided with a translator during the entire process so that he or she can accept or reject the LPT's recommendation within the time frame of 20 school days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teacher is responsible for compiling a list of all entitled and non-entitled students once the NYISTELL has been administered. The ENL teacher distributes all entitlement and non-entitlement parent notification letters in the appropriate languages to each student. Copies of all notifications are made and kept on file to ensure each appropriate student has received proper screening and testing.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

Parents and students age of 18 and older are notified their rights to appeal ELL identification within 45 days of school through letter form and during parent orientations. Upon receiving a written request within the 45 days of enrollment, the school districts are required to implement a complete review process by the qualified personnel. Before any change in ELL determination is final, parental consent, student consent, principal and superintendent consent is required. Parents are informed of this information during the ELL parent orientation as well as through other forums such as through a conferenced call (translator if necessary) in the case that parents are not able to attend the orientation. Forms and copies of all letters are filed and maintained for record keeping.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The structures put in place to educate parents of all three program choices: transitional bilingual education, dual language, and freestanding ENL teacher Push-in/Push-out programs consist of the ENL teacher/coordinator organizing multiple parent orientations throughout the month of September. The orientations also occur as often as any new registered ELL identified students enroll into our school throughout the entire school year. The time frame of the orientation is given is immediately after NYISTELL screening is completed. Parents are invited by parent orientation invitation letters in the proper home language. Parents are provided with an agenda and information on the orientation upon arrival. Parents are immediately educated about the three programs available in New York City schools for our ELL learners. Parents are also provided with "take-home" orientation folders with information that was covered during the orientation. Upon the detailed explanation of available programs, parents are then given a laptop or iPad to watch the ELL parent orientation video in the appropriate language. Upon completion of the video, parents are allowed to ask any questions for the ENL teacher/coordinator to answer. Parent orientations are also provided with a translator if necessary. Parents are informed they can choose any program that best fits the educational standard for their child, but if a parent survey is not completed and returned, the default placement will be recorded as bilingual.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL teacher reaches out through different forms of communication. If parents can not attend an organized ELL parent orientations given throughout September. The teacher will also reach out through telephone calls or one-to-one meetings in order to ensure the Parent Survey and Program Selection forms are completed and kept on file. Translators are available to assist with the procedure to keep track of parent program selection. Informational brochures are also sent home in the appropriate languages multiple times throughout the year.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL teacher/coordinator monitors all program selection and parent survey forms through multiple forums: telephone calls home, one-on-one meetings before school or after school along with a translator if necessary. The ENL teacher works with the guardian or accommodate their schedule in order ensure these documents are received and kept on file. Parent outreach is also designated during the Tuesday professional period. If parents can not return the form, parents are then notified that the default placement for parent choice is a bilingual program.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL teacher/coordinator distributes all placement notifications once NYISTELL testing has been completed and scanned into ATS. To ensure placement notifications are completed, copies of all documents that will be distributed are made and kept on file with student information on the front page.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

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

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps taken to administer all sections of the New York State English as a Second Language Achievement Test to all ELLs each year include the ENL teacher using ATS report RNMR and RLAT in order to determine NYSESLAT eligibility throughout the year. The ENL

teacher will print the final report and use this list to record all dates of each session given to each child to ensure all parts of the assessment were administered and completed.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL teacher/coordinator distributes all continued entitlement and transitional support parent notifications in appropriate languages after generating the ATS reports RELC and RNMR as soon as the school year commences. To ensure placement notifications are completed, copies of all documents that are be distributed are kept on file with student information on the front page.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, in following parent preferences, our school has maintained a Free Standing Program for the past ten years. Approximately 90% of our parents have selected Freestanding ENL as their first preference and 10% for a Transitional Bilingual Education program. The trend over the last few years is that the parents for students identified for ESL services is that parents prefer that their children receive instruction as much as possible within the regular classroom setting. Parents at PS/IS 171 have consistently requested for their children to be a participant in a ESL Free Standing Program where the ENL teacher pushes into the classroom to support core curriculum and provides individualized support outside the classroom as necessary. Data results from the Spring NYSESLAT 2014-15 confirm that ELL students have demonstrated significant growth with an "ENL Stand alone" Program and several students have scored proficient. For example, students in grades . Program models offered at the school are in suggestion to parent requests. The ESL teacher ensures that their ELLs are strongly supported, whether it is from the implementation of native language support throughout all content areas, differentiated teaching and learning, guidance, modeling and scaffolding strategies.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.  
Instruction is delivered in multiple forms such as the stand alone model and integrated model. With the Integrated ENL, ESL methodologies such as sheltered instruction are provided during content area instruction co-taught or individually taught by a dually certified teacher. With the Stand-Alone ENL/ESL, the certified ENL teacher to develop the English language skills needed for academic success provides ESL instruction. Heterogeneous Grouping of students are established through data results (for proficiency levels) such as from student's most recent NYSESLAT/NYISTELL results along with grade levels. The ENL teacher works closely with the classroom teacher while incorporating small group instruction/tiers with a collaborative teaching model to reinforce and develop specific skills related to language acquisition, decoding, reading comprehension, mathematical concepts and more. The ENL teacher also maintains ongoing communication with classroom teachers and other support specialists regarding each student action plan using a conference template form to keep track of student progress while identifying next steps. Ongoing training with refining teacher skills with differentiated instruction continues to be a major focus for professional development (such as actionable feedback to students).
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

As per the NYS CR Part 154 the mandated units of units of support for ELLs are maintained and ensured through documentation in STARS classroom online. Additionally, the ENL teacher documents each integrated and stand alone session/class using a class tracking document for all ELLs in grades K-8. The program model consists of the ENL teacher working with identified students

during the English Language Arts (ELA)/Mathematics block of approximately ninety minutes several times a week in the regular classroom setting within an integrated model, as well as, providing stand alone instruction tailored to specific student content and language objectives for forty-five minutes several times a week. Entering and Emerging level students receive 2 units of study per week totalling 360 minutes both the stand alone and integrated model throughout the week on different days. Our expanding students receive 1 ENL and 1 unit of study per week totalling 180 minutes through a both integrated and stand alone model as well. Our former ELL population also receive transitional support through the integrated model by the ENL teacher during content area classes.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered in each program in English with native language support

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

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

To ensure that ELLs are appropriately evaluated in their native language, our school orders the New York State Math, Science and Social Studies assessments in all appropriate languages including Spanish, Russian, Haitian Creole, Chinese and French. Additionally our school uses screeners . All acuity and periodic assessments are also ordered and administered if necessary in the appropriate languages for our second language learners. Materials are always readily available for the testing of our ELL students. Also, students whose native language is Spanish also partake in our foreign language program as part of their curriculum. Students are assessed at the end of the year with the Spanish proficiency exam and Spanish Regents if applicable.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

4-6 years: Continuing to keep the curriculum rigorous and challenging for these ELLs who have been receiving services. It is important to continue the support by making all work age-appropriate and ideal. Continuing to make lessons meaningful where students are able to continue to make a bridge or connection from the prior knowledge to the new information. The ESL teacher continues to communicate with content area teachers directly in meetings or by a circulating conference sheet indirectly to provide support across all modalities in different subject areas.

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.  
Parents are given the information of an appeal process during parent orientation. Parents are informed that they are given 45 days to appeal the identification of their child. The school ensures the student has been given all intervention services until the appeal is completed.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
The instructional strategies and grade-level materials that teachers of ELL-SWDs use many strategies to develop both the social and academic level of English. As previously described, the ENL teacher, classroom teachers and support specialists are expected to differentiate instruction for our English Language Learners through a variety of strategies and accommodations. The ENL teacher consults with the classroom teachers to provide strategies (such as modeling, guided reading and writing, pacing, differentiated graphic organizers ) within the regular classroom setting to ensure that ongoing needs of students are met. Support specialists meet weekly to discuss student progress of students receiving special education services and ENL services. A comprehensive data base of testing accommodations for students is maintained by administration and monitored closely during state and city testing. Accommodations include extra time and alternate setting. There are currently six students identified as ELL’s who also receive special education services. Three students are placed in a ICT class, One student receives support through the SETSS teacher and one student receives related services from the Speech Therapist. These students are provided with specific differentiated strategies as prescribed in their Individual Education Plans including additional accommodations for testing. Grade level materials include differentiated worksheets, books, computer based software aligned to the student's ability and proficiency and manipulatives.h
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart

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

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart					
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

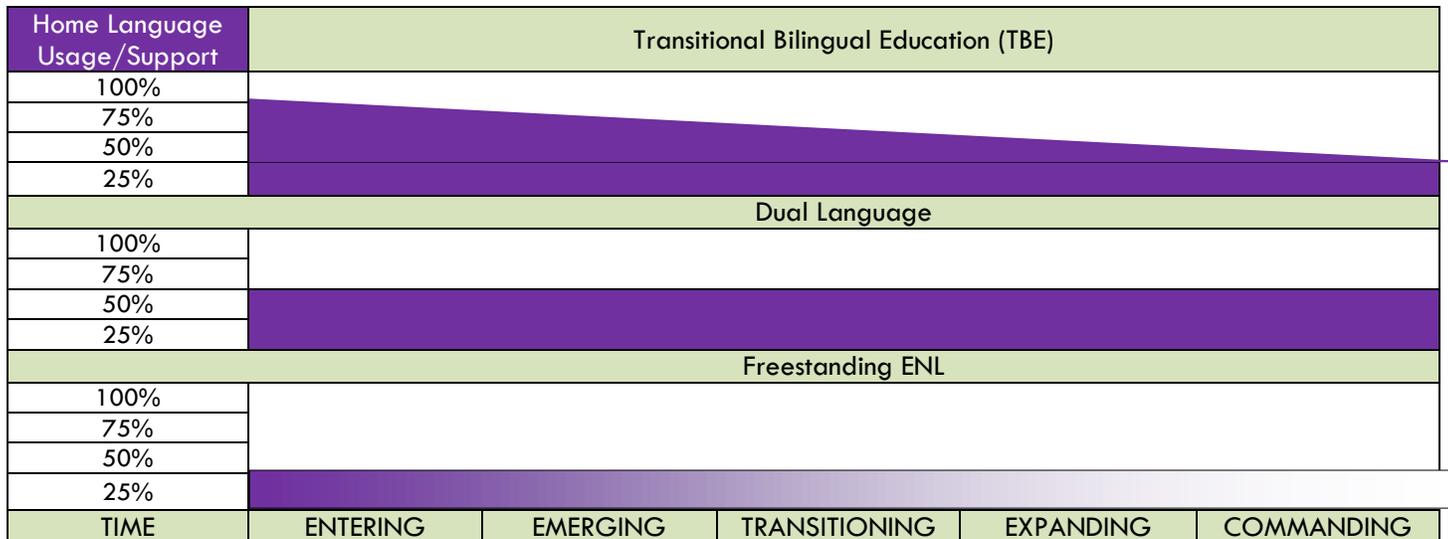


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Targeted Intervention programs for our ELLs in ELA, MATH and other content areas include our extended day program where students who require extensive attention in reading, writing, speaking and listening in English are able to attend to work with the ESL teacher on specific instructional strategies to impact student progress. For example, vocabulary acquisition strategies, context clue strategies, identifying the main idea, reading for author's purpose, cause and effect strategies, RAFT writing system, Concept Maps, VISUAL INSTRUCTIONAL PLAN strategies, cooperative learning groups etc. Pre mid and post assessments are administered throughout the school year to monitor students progress and how students are applying the strategies to increase their development of the English language. Utilizing differentiated resources and instruction during the intervention program is also emphasized. Other affiliated intervention programs include our afterschool programs offered through a variety of partnerships including GOAL, Harlem RBI, Hunter Tutorial Program where students are given the opportunity to work hand-in-hand with a tutor on specific skills. Native language support is accessible during intervention programs through resources such as MYON reading, Achieve3000, Accelerated Reader during our tiered group activities.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The effectiveness of our current program is positive as our ELL students have made great progress seen from the most recent NYSESLAT Spring 2014 data. Students have both scored proficient as well as made an increase in the modalities of reading, writing, speaking and listening. A majority of our ELL population are at "Expanding" proficiency level. Our ESL program emphasizes on the implementation of SIOP strategies, specifically using explicit and intentional strategies to target both content and language objectives of all lesson. Due to effectiveness of the SIOP protocol, the results of NYSESLAT have shown progress across all grades K-8.
12. What new programs or improvements will be considered for the upcoming school year?  
P.S.171 have adopted and implemented the new programs called Teacher's College Writing Program from Lucy Calkins and Codex for reading, writing, listening and speaking to infuse the new common core standards within our curriculum, instruction and assessment practices. As part of this process, classrooms have received non-fiction leveled libraries, upgraded technology. For math, we have the new GoMath, Connected Math CMP3. Also Grades 3-8 use a program called Achieve3000 which is a differentiated software that focuses on reading and writing about non fiction topics. Our school now has classroom sets of iPads to increase the use of Accelerated Reader in grades K-8 as well as improved computer labs for students to utilize all the software.  
aste response to question here:
13. What programs/services for ELLs will be discontinued and why?  
Title III supplemental services will be discontinued to the decreased number of ELL participants within our school, therefore we have not received Title III funding. Despite the discontinuation, all students at PS/IS171 including our ELL students can participate without cost in afterschool programs that provide homework and tutorial assistance such as HARLEM RBI, enrichment activities and field trips. Students at the elementary and middle school level can attend the several after school programs such as GOAL, East Harlem Tutorial, Harlem Center and Summer Program. All after school programs are held at our school from 2:30-5:00.
14. 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. At PS/IS 171 English Language Learners (ELL;s) are provided equal and priority access to all school programs. They participate in all cluster specialist classes offered in the school including: Music, Technology, Physical Education/Movement, Studio-in-a-School, Chess in the Schools and all special assemblies (i.e. Hispanic Cultural, etc.). ELL students are also encouraged to participate in our afterschool programs offered through a variety of partnerships including Harlem Center for Education (HCE), Hunter Tutorial Program, G.O.A.L. Program and Chess After School Program. In addition, we offer C.H.A.M.P.S. Program activities for students. Other school partnerships include: Horticultural Society, 92nd Street Y, Museum of City of New York, Lincoln Center, Urban Advantage, Mt. Sinai and Academy of Medicine.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Classrooms are equipped with an extensive library of quality literature at a range of levels to provide for the developmental, cultural and interest needs of students. These trade books are leveled using the Fountas and Pinnell system and represent a wide range of genres including both fiction and non-fiction. Language acquisition is also supported through use of visuals, graphic organizers, listening tapes, audio-visual materials, computer technology and hands-on resources. Lessons are formatted to be multi-sensory to ensure that visual, auditory and tactile reinforcement is provided for students. Every classroom is also equipped with a SmartBoard where students are able to engage in interactive lessons. Overhead projector, tape recordings, DVD's and other high-interest materials are integrated within the context of each lesson and units of study. The computer teacher works closely with the ESL and classroom teachers to provide suggestions for software and internet activities to coordinate with skills and content learning. Specific software programs such as Achieve3000 are incorporated within instruction to meet the individual and ongoing needs of identified students. :
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered in our Freestanding program through text support such as glossaries in the first language, translated dictionaries, visuals with translated labels, and several native language texts. All softwares also available in Spanish language for students to read and take assessments in the Spanish language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Based on a student's NYISTELL and/or NYSESLAT results, required services are given based on the mandated minutes according to the ELL's grade level and proficiency level. For example, our new resources leveled readers are accessible at all times for students to use at their advantage to facilitate reading at their own pace
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
For newly enrolled ELL students, the ESL teacher comes in to greet and meet parents of all newcomer ELLs to create a warm learning environment for the student and the parent (s). Parents can feel free to ask questions. Parent orientations and walk through orientations are also given where both students and parents visit several classrooms in action to directly experience the student learning environment.
19. What language electives are offered to ELLs?  
Spanish is our only language elective offered to ELLs.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NOT APPLICABLE

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. The professional development plan for all ELL personnel at the school includes the ENL teacher, literacy coach, Assistant Principals and Principal to attend professional development sessions offered by the Department of Education as well as through private affiliated organizations to increase student achievement by meeting the diverse educational needs through a planned and systematic approach to curriculum, instruction and assessment. Professional development at the school level is ongoing and continuous through grade level team meetings, faculty conferences, network workshops, DOE workshops and university affiliated programs.
  2. For the 2015-2017 school year, ALL teachers receive ongoing professional development through faculty workshops, grade level meetings that focused on differentiated instruction, common core standards and the Charlotte Danielson Framework for Teaching. Specific strategies were provided for students receiving special education and ENL support. Teachers continue to meet monthly with administration to review individual student progress from data to discuss specific 'action plan' strategies to improve student performance. Professional development continues to emphasize the importance of incorporating a multi-sensory approach, at the elementary level, in the implementation of lessons and units of study. Teachers have been provided with specific strategies related to differentiating instruction through a series of school-based professional development workshops. This has included demonstration lessons focused on strategies specific to English language learners and students receiving special education services. During our September and November full day school-based workshops, teachers received in-depth training to meet the diverse needs of our different sub-groups with regard to vocabulary across all grades and content specific words, questioning and discussion techniques and engaging students in learning. Teachers will also be offered several workshops on Monday afternoons focused on specific curriculum, best practices strategies and utilization of data sources. In addition, teachers will continue to attend programs offered through the Department of Education (DOE) offerings, New York City partnerships and university affiliated programs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs are provided with professional development opportunities for effective literacy, math instructional strategies aligned to the common core. Every Monday of the school year is dedicated to educating all teachers with effective strategies and the importance of applying data analysis to support our ELLs and SWDs along with targeted skills. For example, the month of September and October are dedicated to the RTI model and strategies on instructing tier 2 and tier 3 students. Grade level team meetings are also joined by the ENL teacher who provides informal consultation to assist content area teachers with the teaching of ELL students in more depth. Additionally the ENL teacher provides small group professional development and consultation to new teachers at the new teachers meeting when necessary. For the ENL teacher and coordinator, ELL PDs are offered to support ELLs by understanding NYSELAT data, Program requirements, parental notifications, placement procedures to fulfill NYS compliance measures.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Patrick Henry (P.S. 171) has two guidance counselors who work diligently to monitor student progress, address social and emotional concerns and consult with teachers about 'at risk' students and students receiving special services. They serve as members of a multi-disciplinary team that meets regularly to review student needs and provide necessary support. In this regard, the elementary guidance counselor provides parent workshops focused on the sixth grade placement process and meets with students in small groups. At the middle school level, the guidance counselor offers parent workshops regarding the high school selection process, meets with classes and small groups to assist students in the process and then coordinates the transfer of records to their new schools. Support specialists, including the speech and language pathologist, ESL teacher, special education teachers, literacy coach, math specialist, academic intervention specialist and school psychologist work collaboratively to support students as they transition between levels.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ENL teacher collaborates with every stakeholder in the building to continuously increase the level of rigor and effective instruction across all content areas. The ENL teacher serves on the Instructional Cabinet Team as well as the Professional Development Team to develop and provide in-house workshops for staff and faculty during Monday professional development sessions. The ENL teacher attends ELL-specific professional development provided by the Department of Education as well as through third party affiliates on specific topics such as "Writing Effective Objectives for ELLs of ALL proficiency levels", "Language Acquisition or Learning Disability?" and "Language Progressions" which are few of many professional development offerings. Records of all agendas of professional

development are kept on file and documented in house. 15% of all total hours for all teachers are maintained from the Monday PD sessions, small group consultations, grade team level meetings, as well as one-on-one conferences on ELL strategies and data analysis.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are invited to meet with the ESL Teacher, Literacy Coach and Classroom Teacher in the spring (May, June) to discuss student progress and set new goals for the next school year. For students new to the school or newly identified students in Kindergarten, meetings are held in October to set goals for the school year. These meetings are in addition to parent-teacher conferences in November and March, as well as Parent Orientation meetings held in September and May each year.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The ENL teacher is required to keep a parent sign in sheet during any orientation event or during parent teacher workshops. Teachers of ELL parents are also required to keep copies of all documents distributed to parents in the appropriate language. Any individual meeting, phone calls, letters, emails are all documented as methods of parent outreach to ensure parents needs are accommodated. Parents are invited to workshops throughout the year which also inform them of their Additionally, the ENL teacher informs staff and faculty of the translation and interpretation services available for any event that parents may need an interpreter at the time of meeting. The ENL teacher collaborates with parents and classroom teachers to arrange translation services if necessary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS/IS 171 provides a variety of parent engagement activities targeted toward parents of ELL's that are focused on increasing student achievement.

The ELL teacher and Literacy Coach design training modules and host Parent Workshops to support vocabulary development, reading comprehension, study skills and use of technology to reinforce learning. The workshop materials used are translated and interpretation support provided in the dominant languages spoken by parents in the school. The school hosts a Parent Orientation Night in September and provides resources for parents through online website - [www.ps171.org](http://www.ps171.org) as well as sending home monthly newsletters across different grade levels and content areas.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS/IS 171 has partnerships with a variety of Community Based Organizations within the East Harlem Community and across the city. Our two newest partnerships are with the Child Mind Institute and East Harlem Tutorial Program. The Child Mind Institute offers parent workshops and direct support for students. East Harlem Tutorial offers afterschool programming for middle school students and support for parents with the high school process. In addition, PS/IS 171 has partnerships with Harlem RBI and Harlem Center Afterschool Programs which offer programming from 2:20 - 5:00 p.m. five days a week. In addition, they are available to meet with parents at each of the parent-teacher conference dates. Parents are also provided with workshops on a variety of important topics through the District 4 Parent Academy Program. The first program will focus on 'Response to Intervention' in our schools. In addition to these established programs in our school, PS/IS 171 works closely with Mount Sinai Hospital to provide health care services for our students and support for our parents.

5. How do you evaluate the needs of the parents?

According to results of the of the Learning Environment Survey, parents at P.S. 171 agree that the school communicates effectively and keeps parents informed about school and community issues throughout the year. The Parent Teacher Association holds monthly meetings that are well attended, as well as, special workshops on relevant curriculum issues. Parent attendance at fall and spring student conferences reaches approximately 85% across the grade levels. P.S. 171 also has a School Leadership Team (SLT) composed of parents, teachers and administrators, who meet monthly and attend district programs focused on parent and student issues. The Principal and/or his designee speaks at the monthly PTA meetings and hosts special parent meetings to ensure that parents have an overview of program opportunities for students eligible for ESL services. Parents of students participating in the program are invited to a 'welcome back' meeting at the start of the school year. The ESL Teacher, Guidance Counselors, Administrators, Parent Coordinator and Family Assistant are always available to speak with parents who have questions or concerns about their child's participation. In addition, the Guidance Counselors offer monthly workshops focused on parenting issues and the transition between levels. The counselors are available to meet with parents on an individual basis as well as with translation services as needed. Parents may schedule conferences with the ESL teacher, support specialists or coaches throughout the year

6. How do your parental involvement activities address the needs of the parents?

Parents want to feel secure that they are informed of all coexisting programs and extracurriculars that their students are a part of. The parent involvement activities we offer keep the parents and students in constant communication with one another. In order to ensure that our parents are kept informed of their child's program in school and to encourage greater participation in school activities and programs, teachers and administrators use a variety of technology and print media to communicate with our parents.

The Principal uses the Auto Messenger system to send home weekly messages related to school events and upcoming programs. He also sends home several newsletters each week related to school goals, events, awards, recognition and highlighting specific programs and school building improvements. Teachers use emails, Remind101, ClassDojo, Engrade, Accelerated Reader Reports, Achieve3000 reports and Progress Reports to ensure that parents are kept informed of student homework, projects, programs and special activities. Parents can access student grades through Engrade and gauge student reading growth through Accelerated Reader Reports. In addition, the school offers Monthly Parent Workshops, held in the morning before school, on a variety of topics related to helping students with their learning, understanding the state testing program, special services available for children and motivating children to read.

#### **D. Additional Information**

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

Paste response here:

## **Part VI: LAP Assurances**

**School Name: P.S.171 Patrick Henry Prep****School DBN: 04M171**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
D. Pantelidis	Principal		10/15/15
V. Gaffney	Assistant Principal		10/15/15
D.Spears	Parent Coordinator		10/15/15
D.Kim	ENL/Bilingual Teacher		10/15/15
T.Tinsley	Parent		10/15/15
A.Schultz	Teacher/Subject Area		10/15/15
J.Pollino	Teacher/Subject Area		10/15/15
J.Stein	Coach		10/15/15
M.Locke	Coach		10/15/15
D.LaSanta	School Counselor		10/15/15
A.Estrella	Superintendent		10/15/15
A.Cohen	Borough Field Support Center Staff Member _____		10/15/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 04M171**      **School Name: P.S.171 Patrick Henry Preparatory**  
**Superintendent: A.**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Parents of all incoming students are asked to complete the New York City Department of Education "Parent / Guardian Home Language Identification Survey". Using the information gathered from the language survey and parent interviews, the school determines individual written translation and oral interpretation needs to ensure that all family members of the school community are provided with appropriate and timely information in a language that they can understand. There is a bilingual (Spanish) Family Assistant at P.S. 171 who provides translation support, as necessary, for students and parents. The school social worker also provides translation support (Spanish) to families throughout the school year. In addition, there are several parent volunteers who help to facilitate communication with parents and family members who require translation or clarification. The major findings of the needs of parents within the PS/IS 171 community with regard to the school's written translation and oral interpretation is that a majority of parents feel that our English/Spanish translations of newsletters, parent-teacher letters and parent reports provide appropriate opportunity for parents to keep informed about school curriculum, instruction, assessment and special programs. In addition, we provide translations in several different languages, as needed, with our changing enrollment. The school has several staff members who join conferences, meetings and orientation programs to ensure that all parents and visitors can understand and participate. For example, during the grade six orientations held at PS/IS 171, the ESL teacher served as a guide for parents and was available to answer questions. Parent feedback, as per the Learning Environment Survey, each year indicate that parents are highly satisfied with all aspects of their child's educational program and feel that the school communicates frequently with them.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The Family Assistant has provided written translation and oral interpretation services for parents over several years. According to past data, there is a relatively low number of parents who require bilingual Spanish translation services at P.S. 171. Most parents have adequate expressive and receptive language skills in English. However, translation services are routinely offered to parents and important school communications are forwarded in both English and Spanish. Parents who speak Bengali in the community and the school has been increasing as well. Parent letters are sent out in Bengali to the best ability and if a parent further needs Bengali translation- a translator is provided through a third party resource.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The ESL teacher provides multiple orientations throughout the year to assist with understanding of the different programs available in NYC. Along with the mandated parent orientations, the ESL teacher communicates with parents through letters, phone calls, brief informal interactions before and after school when a parent may require assistance with their child's progress/development. Additionally, the ESL teacher informs parents of outside workshops that are offered in different languages.

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## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

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## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers are provided with information regarding the available resources to support our students and families with translation services and over-the-phone interpretation services during school-wide faculty meetings in September. In addition, the ESL Teacher and administrators attend grade level team meetings weekly and forward email newsletters to update teachers regarding parent and student services.

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## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS/IS 171 uses a variety of methods to maintain ongoing communication with parents throughout the school year. Parents are kept informed of notification requirements for translation and interpretation services through written documentation as described above, including Welcome Poster, Parents' Bill of Rights, Parents' Guide to Language Access and Language ID Guide. In addition, parents are kept informed through Weekly Automessenger system, Weekly Newsletters from Principal, Weekly emails from teachers, apps such as Remind101, and a complete set of school documents on ps171.org website. The school is open from 7:30 a.m. (serving breakfast for all students) until 5:00 p.m. (afterschool programs) to provide extended opportunity for parents to access school information.

**Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS/IS 171 has an active Parent Teacher Association which holds monthly meetings before school to accommodate working parents and making it convenient for parents walking their children to school in the morning. The meetings are well attended and agendas are sent home to all parents prior to each meeting. Parents are also represented on the School Leadership Team which meets monthly with the Principal. During March Conferences, parents are invited to complete the yearly Learning Environment Survey with follow up by the Parent Coordinator to ensure that all parents are contacted and have the opportunity to share their perceptions about their child's education and the school responsiveness to both parent and student needs. Results from the parent survey over the past five years have indicated that parents are very satisfied with their child's education and the school's communication with the home.