



ANNETTE P. GOLDMAN

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (19/ K072)

ADDRESS: 605 SHEPHERD AVENUE, BROOKLYN, N.Y. 11208

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 072 **SCHOOL NAME:** Annette P. Goldman
SCHOOL ADDRESS: 605 Shepherd Avenue, Brooklyn, NY 11208
SCHOOL TELEPHONE: (718) 345-4100 **FAX:** (718) 927-2160
SCHOOL CONTACT PERSON: Judi Denbow **EMAIL ADDRESS:** JDenbow@scho
ols.nyc.gov

| <u>POSITION/TITLE</u> | <u>PRINT/TYPE NAME</u> |
|--|---------------------------------|
| SCHOOL LEADERSHIP TEAM CHAIRPERSON: | <u>Ms. Judi Denbow</u> |
| PRINCIPAL: | <u>Ms. Valena Welch-Woodley</u> |
| UFT CHAPTER LEADER: | <u>Ms. Regina Carlton</u> |
| PARENTS' ASSOCIATION PRESIDENT: | <u>Mr. Donald Foy</u> |
| STUDENT REPRESENTATIVE: <i>(Required for high schools)</i> | <u>N/A</u> |

DISTRICT AND NETWORK INFORMATION

DISTRICT: K **CHILDREN FIRST NETWORK (CFN):** 309
NETWORK LEADER: Ms. Pat Tubridy / Ms. Martha Torres
SUPERINTENDENT: Dr. Nicole Williams

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|--------------------------|---|-----------|
| Ms. Valena Welch-Woodley | *Principal or Designee | |
| Ms. Sharon Johnson | *UFT Chapter Chairperson or Designee | |
| Mr. Donald Foy | *PA/PTA President or Designated Co-President | |
| ----- | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Ms. Noemi Arriaga | DC 37 Representative, if applicable | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | CBO Representative, if applicable | |
| Ms. Judi Denbow | Member/ | |
| Ms. Gerrilyn Brathwaite | Member/ | |

| | | |
|----------------------|---------|--|
| Ms. Esther Amsterdam | Member/ | |
| Ms. Catherine Burch | Member/ | |
| Ms. Maria Wells | Member/ | |
| Ms. Neomi Cotto | Member/ | |

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Mission

The Annette P. Goldman School is a multicultural school community committed to preserving the legacy of PS/IS 72 through collaboration and excellence in education within a safe and nurturing environment. Student's educational progress is our number one priority. Clear expectations, an academically rigorous curriculum and use of data empower administration, staff, students and parents in the pursuit of learning. Together, we prepare all students to meet the challenges of our ever-changing academic environment. Staff, students, and parents are provided with opportunities to experience a shared vision of cultivating a new generation of community-minded, college-bound graduates who possess the essential skills and social values necessary to become successful contributors to society.

P.S./I.S.72 is a barrier-free school in District 19. Currently, there are 42 teachers, educational assistants, and service providers. As a designated CFN 309 barrier-free school, P.S./I.S.72 has a population of physically challenged students. This school year, 61 of our

students are designated Special Needs and receive services based on the least restrictive environment appropriate to their needs. There are 3 self-contained classes and 2 inclusion classes. Mandated services offered by the school include 21 students in inclusion settings, 29 in self-contained and 4 additional students receive I.E.P. driven services, such as A.P.E., P.T., O.T., Resource Room, Speech, and Hearing.

We recognize our students through various assemblies including perfect attendance and academic excellence. Our school is also involved in the Fitness Gram program as well as Cooperative Healthy Active Motivated Positive Students (“C.H.A.M.P.S.”), both of which have to do with health and physical fitness.

We develop professional development plans for our teachers based on their input and need. Our teachers are involved in inter-class visitations to observe best practices. We encourage professional development organizations to use our facilities in order to take advantage of their on-site staff development for our educators. Education consultants were recruited to advise on classroom management, building capacity and special education.

The Parent Coordinator and PTA continue to reach out to parents regarding their concerns and to inform them about ways to assist their children in setting goals. A monthly newsletter, sent out by the Parent Coordinator, keeps the parents and school informed of various classroom and school-wide activities. In addition, a variety of workshops are given to educate parents on issues related to children’s academic development and social/emotional growth. These workshops are led by administration, staff, consultants, vendors, and parents.

The School Leadership Team has its full complement of staff and parents. The SLT meets monthly to discuss schoolwide topics.

P.S./I.S.72 has the following support staff in place: one assistant principal, a Health Coordinator, a full-time Guidance Counselor, and one Dean. Additional resources include: an IEP team, an IEP teacher and two part-time Special Needs guidance counselors. ESL Services are provided by one full time ESL teacher.

Our Pupil Personnel Committee works to provide support services to the parents and teachers of those students experiencing academic/behavioral difficulties as well as providing support to the student. Members of this team include the Guidance Counselor, Assistant Principal, School Psychologist, and Social Worker. In addition to working as part of the PPC,

members of the I.E.P. Team also provide ERSSA (Education Related Support Services) counseling and work with individual students on the recommendation of the Family Support Team. The members of the PPC create individual plans for intervention.

P.S./I.S.72 currently has a number of CBO collaborations and programs in place: College Tours, NY Psychotherapy, Family Dynamics, National Guard, NYPD: School Safety Division, NYC District Attorney, Violence Prevention Program, Explorers Program, Power of One: Anti Bullying Program, Banking on Our Future: Financial Literacy Program, and Future Leaders Program.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

Please see the PDS version to follow by email of my school demographic information. I was unable to populate into the document. I have been experiencing technical difficulties all day uploading with the iplan. I have out reached all day and I was unable to receive a assistance.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | |
|---|----|---------------|--------|--------------------------|
| School Name: | | | | |
| District: | 19 | DBN #: | 19K306 | School BEDS Code: |

| DEMOGRAPHICS | | | | | | | | | |
|----------------------------------|-----------------------------|-------------------------|--------------------------|--|--------------------------|--------------------------------|-------------------------|-------------------------|-------------------------|
| Grades Served in 2009-10: | <input type="radio"/> Pre-K | <input type="radio"/> K | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| | <input type="radio"/> 8 | <input type="radio"/> 9 | <input type="radio"/> 10 | <input type="radio"/> 11 | <input type="radio"/> 12 | <input type="radio"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | | | | | | | | | |
| Kindergarten | | | | | | | | | |
| Grade 1 | | | | Student Stability: % of Enrollment | | | | | |
| Grade 2 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | | | | | | | | | |
| Grade 4 | | | | | | | | | |
| Grade 5 | | | | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | | | | | | | | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | | | | | | | | | |
| Grade 12 | | | | | | | | | |
| Ungraded | | | | Recent Immigrants: Total Number | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| Total | | | | | | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Number in Self-Contained Classes | | | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | | | | Principal Suspensions | | | |
| Number all others | | | | Superintendent Suspensions | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | |
| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | |
| (BESIS Survey) | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | | | |
| # in Trans. Bilingual Classes | | | | Early College HS Participants | | | |
| # in Dual Lang. Programs | | | | | | | |
| # receiving ESL services only | 60 | 60 | 14 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 15 | 16 | 7 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | | | |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | | | |
| | | | | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|----|----|----|
| | | | | | 08 | 09 | 10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | | | |
| American Indian or Alaska Native | | | | Percent more than two years teaching in this school | | | |
| Black or African American | | | | Percent more than five years teaching anywhere | | | |
| Hispanic or Latino | | | | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | | | | Percent Masters Degree or higher | | | |
| White | | | | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | | | |
| Multi-racial | | | | | | | |
| Male | | | | | | | |
| Female | | | | | | | |

| 2009-10 TITLE I STATUS | | | | |
|--|---|-------------------------------|-----------------------------------|-------------------------------|
| <input type="radio"/> Title I Schoolwide Program (SWP) | <input type="radio"/> Title I Targeted Assistance | | <input type="radio"/> Non-Title I | |
| Years the School Received Title I Part A Funding: | <input type="radio"/> 2006-07 | <input type="radio"/> 2007-08 | <input type="radio"/> 2008-09 | <input type="radio"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | |
|--|---|---------|---------------|
| SURR School: Yes <input type="radio"/> No <input type="radio"/> | If yes, area(s) of SURR identification: | | |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/> | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | |
| <u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u> | <u>Category (Check <input checked="" type="checkbox"/>)</u> | | |
| | Basic | Focused | Comprehensive |
| In Good Standing (IGS) | | | |
| Improvement (year 1) | | | |
| Improvement (year 2) | | | |
| Corrective Action (year 1) | | | |
| Corrective Action (year 2) | | | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | |
|--------------------------|--|--|--|--|
| Restructuring (year 1) | | | | |
| Restructuring (year 2) | | | | |
| Restructuring (Advanced) | | | | |

| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | | Secondary Level (✓) | | |
|----------------------------------|-----------------------------|--|--|---------------------|--|--|
| | ELA: | | | ELA: | | |
| | Math: | | | Math: | | |
| | Science: | | | Grad. Rate: | | |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|-------------------------|------|---------|-----------------|------|--------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate** | Progress Target |
| All Students | | | | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | | | | |
| Hispanic or Latino | | | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | | | | | | | |
| Economically Disadvantaged | | | | | | | |
| Student groups making AYP in each subject | | | | | | | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| √ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

****http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf****

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|--|--|--|
| Overall Letter Grade | | Overall Evaluation: | |
| Overall Score | | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | | Quality Statement 5: Monitor and Revise | |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

NYS ELA Results

| YEAR | % LEVEL 1 | % LEVEL 2 | % LEVEL 3 | % LEVEL 4 | % LEVELS 3 + 4 |
|-----------|-----------------|-----------------|-----------------|-----------------|----------------------|
| 2008/2009 | 6 | 48 | 45 | 2 | 47 |
| 2009/2010 | 31 | 60 | 9 | 0 | 9 |

English Language Arts Results- New York State ELA

During 2008-2009 6% of the students received a Level 1 and 48% of the students received a Level 2 for a total of 54% of students receiving a Level 1 or 2. During the 2009-2010 school year 31% of the students received a Level 1 and 60% of students received a Level 2 for a total of 91% receiving a Level 1 or 2. This is a 25% increase of students receiving Level 1 and a 12% increase of the students receiving a level 2. During 2008-2009 45% of the students received Level 3 and 2% of the students receive a Level 4. During the 2009-2010 9% of the students received a level 3 and 0% received a level 4 for a total of 9% receiving level 3 or above.

NYS MATH Results

| YEAR | % LEVEL 1 | % LEVEL 2 | % LEVEL 3 | % LEVEL 4 | % LEVELS 3 + 4 |
|-----------|-----------------|-----------------|-----------------|-----------------|----------------------|
| 2008/2009 | 7 | 21 | 71 | 1 | 72 |
| 2009/2010 | 23.6 | 55.7 | 17.8 | 2.7 | 20.5 |

Math Results- New York State Math

During 2008-2009 7% of the students received a Level 1 and 21% of the students received a Level 2 for a total of 28% of students receiving a Level 1 or 2. During the 2009-2010 school year 23.6% of the students received a Level 1 and 55.7% of students received a Level 2 for a total of 79.3% receiving a Level 1 or 2. This is a 16.6% increase of students receiving Level 1 and a 34.7% increase of the students receiving a level 2. During 2008-2009 71% of the students received Level 3 and 1% of the students receive a Level 4. During the 2009-2010 17.8% of the students received a level 3 and 2.7% received a level 4 for a total of 20.5% receiving level 3 or above.

ACCOMPLISHMENTS:

Our 2009-2010 **Progress report** shows we received 6.0 out of 15 points on our Learning Surveys, 17.0 out of 25 in student performance, 53.0 out of 60 and 9.0 out of 15 in additional credit giving our school an overall score of 85.0 out of 100. Because of this overall score we received a letter grade of "A".

We received 17.0 out of 25 for Student Performance. In the area of Student Progress we showed signs of points gained in the following areas but not limited to: Percentage of students making at least 1 year progress (75.2%-ELA) percentage of students in school's lowest third students making at least 1 year of progress (94.7%-ELA), change in proficiency for level 1 and level 2 students (0.38 /+16 from last year-ELA) and percentage of students in school's lowest third students making at least 1 year of progress in Math (74.6%-Math).

We have a monthly newsletter, sent out by the Parent Coordinator, keeps the parents and school informed of various classroom and school-wide activities. In addition, a variety of workshops are given to educate parents.

We have a number of programs in place that comes into the school.

Our school is also involved in Fitness Gram program as well as Cooperative Healthy Active Motivated Positive Students, both of which have to do with health and physical fitness.

Barriers

There is no library, or computer lab in the school. We are limited in use of school facility because we are a campus and share space with other schools.

Reduction in budget

Low parental involvement

Due to budget funding we lack adequate staff.

Aids

A collaborative staff committed to ensure every student meets his or her potential Teachers and students work together to establish long-term and short-term goals in content areas. Teachers analyze student work (ie. hard and soft data, class work, folders and portfolios) in order to plan for differentiated instruction.

Administrators, staff and parents share a common vision for the P.S./I.S. 72 community

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. Annual (Short-term) Goal(s) and Objectives for ELA

Increase overall student performance on the NYS ELA exam.

The results of the 2010 NYS ELA exams show that only 9% of our students are meeting standards (level 3 and above). For the 2010-2011 school year we will increase the percentage of students, including special needs and Ells, making one year of progress by 20%.

2. Annual (Short-term) Goal(s) and Objectives for Math

Increase overall student performance on the NYS Mathematics exam.

The results of the 2010 NYS Math exams show that only 20% of our students are meeting standards (level 3 and above). For the 2010-2011 school year we will increase the percentage of students, including special needs and Ells, making one year of progress by 20%.

3. Annual (Short-term) Goal(s) and Objectives for Arts Education

Increase arts education in grades 5 and 8 through a school wide art project called Preserving the Legacy of PS/IS 072.

Increase arts instruction in grade 5 by 90 minutes.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant):

ELA

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase overall student performance on the NYS ELA exam. The results of the 2010 NYS ELA exams show that only 9% of our students are meeting standards (level 3 and above). For the 2010-2011 school year we will increase the percentage of students, including special needs and ELLs, making one year progress by 20%.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Provide collaborative planning time for grade meetings. • Ongoing collaboration with the content area specialist in ELA to assist with analyzing data, planning and conducting professional development, and focusing on the needs of targeted sub-groups. • Provide small group instruction during extended day school for targeted sub-groups. • Improve instructional strategies through professional development to ensure success for targeted sub-groups. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> • Weekly Inquiry Team meetings will be held to discuss data/needs. • Monthly PD during common preps and/or Lunch and Learns will be provided. ARIS will be used as a forum for our Inquiry Team PD. • Data specialist and administration will be instrumental in sharing and understanding data throughout the building. • Funding will be set aside to support our goals |

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- **Weekly Instructional Team meetings will be held to discuss progress of Inquiry Teams**
- **Teacher data binders**
- **Individualized student goals**
- **Student folders and portfolios**
- **Benchmark data**
- **ITA data**
- **Monthly meetings will include focus, agendas and minutes**
- **Updating will include findings and considerations for next steps**

Subject/Area (where relevant):

MATH

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase overall student performance on the NYS Mathematics exam. The results of the 2010 NYS Math exams show that only 20% of our students are meeting standards (level 3 and above). For the 2010-2011 school year, we will increase the percentage of students, including special needs and ELLs, making one year progress by 20%.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Provide collaborative planning time for grade meetings. • On going collaboration with CFN content area specialist in Math to assist with analyzing data, planning and conducting professional development, and focusing on the needs of targeted subgroups. • Provide small group instruction during extended day school for targeted sub-groups. • Enhance instructional strategies through professional development to ensure success for targeted sub-groups. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> • Professional development will be provided to teachers with an emphasis on art and literacy and social studies. • Professional development will be provided to teachers with an emphasis on art across the curriculum. • Data specialist and administration will be instrumental in sharing and providing assistance throughout the building. Additional funding will be set aside to support our goals. |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> • Weekly Instructional Team meetings will be held to discuss progress of Inquiry Teams • Teacher data binders • Individualized student goals • Student folders and portfolios • Benchmark data • ITA data • Monthly meetings will include focus, agendas and minutes • Updating will include findings and considerations for next steps |

Subject/Area (where relevant):

ARTS

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase arts education in grades 5 and 8 through a school wide art project called Preserving the Legacy of PS/IS 072. Increase arts instruction in grade 5 by 90 minutes per week</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Schedule a minimum of two periods per week of arts education in grade 5 and 8. • All classes in grades 5 and 8 will be scheduled to participate in the Preserving the Legacy of PS/IS 72 Art Project. Students will present their poetry, art work and dance productions each month on a rotating basis during our school assembly program • Students will participate in a culminating activity at the end of the school year to showcase their Legacy Quilt and tell their stories. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> • Professional development will be provided to teachers with an emphasis on art and literacy and social studies. • Professional development will be provided to teachers with an emphasis on art across the curriculum. • Data specialist and administration will be instrumental in sharing and providing assistance throughout the building. |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> • Teacher program showing an increase of 90 minutes special assembly for arts education. • Performance programs listing the classes and their performances. • Student art portfolios and power point presentations • Agendas and minutes will be compiled |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 5 | 35 | 23 | 4 | | 4 | N/A | | N/A |
| 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 8 | 6 | 6 | 8 | | 8 | N/A | | N/A |
| 9 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 10 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 11 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 12 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| ELA: | Grades 5 and 8 receive tutoring 3 times per week in 37½ minute sessions during extended day. |
| Mathematics: | Grades 5 and 8 receive tutoring 3 times per week in 37½ minute sessions during extended day. |
| Science: | Grades 5 and 8 receive tutoring 3 times per week in 37½ minute sessions during extended day. |
| Social Studies: | Grades 5 and 8 receive tutoring 3 times per week in 37½ minute sessions during extended day. |
| At-risk Services Provided by the Guidance Counselor: | Social/Emotional/Academic one to one counseling. |
| At-risk Services Provided by the School Psychologist: | ERSSA Counseling – one to one – Once a week in 30 minute intervals or sessions during the regular school day. |
| At-risk Services Provided by the Social Worker: | ERSSA Counseling – one to one – Once a week in 30 minute intervals or sessions during the regular school day. |

At-risk Health-related Services:

Nurse provides individualized attention

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Language Allocation Policy Team Composition:

| | | | |
|-----------------------------|----------------------|------------------------------|----------------|
| <i>Principal:</i> | Valena Welch-Woodley | <i>ESL Teacher:</i> | Crystal Rossi |
| <i>Assistant Principal:</i> | Tammy Stokes | <i>Parent Coordinator:</i> | Shirvy McBride |
| <i>Guidance Counselor:</i> | Michael Barker | <i>Content Area Teacher:</i> | Kean Mitchell |
| <i>Parent:</i> | Catherine Burch | | |

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

II. Teacher Qualifications

ESL instruction is provided to all ELLs by one certified ESL teacher. The ESL teacher is bilingual, speaking English and Spanish. The ESL teacher uses methodologies in academic content area instruction to develop language skills.

Please indicate the following:

- Number of certified ESL Teachers 1
- Number of certified bilingual Teachers 0
- Number of certified Foreign Language Teachers teaching NLA 0
- Number of Content Area Teacher with Bilingual Extension 0
- Number of Special Education Teachers with Bilingual Extension 0
- Number of Teachers of ELLS without ESL/bil. Certification with Bilingual Extension 0

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 5 and 7 & 8 Number of Students to be Served: 14 LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

III. School Description/ ELL Demographics (Include the number of students in school/ number of ELLs in the school.)

P.S. 72 is a Title I school located in the East New York section of Brooklyn. The school is an elementary/middle school serving approximately 175 students in grades 5 and 7 & 8. There is a small number of grade 6 students that are part of the Special Education program at the school. The school participates in the universal free-lunch program, as over 90% of the students are eligible. Currently, the school is a 5 and 7& 8 barrier-free school, with an enrollment of 175 students. A total of 14 students or 8 % receive ESL services. There are no bi-lingual classes. The data for school shows that the ethnic composition of the student population is 64.1% Black, 33.8% Hispanic, 1.2% others. The school is presently targeted as a phase out school therefore serving only select grades as part of the plan for restructuring for change.

Currently, there are 14 students in the ESL program. The program is designed as a pull-out/ push-in model. The ESL teacher working closely with the classroom teacher serves students in discreet ESL instruction in a separate class. There are ELLs in all grades at all levels: Beginning, Intermediate and Advanced. The home language of the students is Spanish and Bengali. Students travel to another classroom to receive ESL instruction which is provided by one ESL teacher. The ESL teacher uses methodologies in academic content area instruction to develop English language skills. The ESL program is designed to help students acquire English language proficiency in listening, speaking, reading, writing and critical thinking using the Cognitive Academic Language Learning Approach (CALLA) method. In addition to the pull-out model, beginner and intermediate students are also serviced through the push-in model. Intermediate and beginner students receive push-in one period daily during a content-area class period.

The allotted time for ESL instruction is determined by the students' English language proficiency levels. Beginning and Intermediate students receive 360 minutes of instruction weekly, while Advanced students receive 180 minutes per week.

There are 14 ELLs presently on register at PS 72K. The ELLs are spread across all grades: 5 and 7 & 8. Most of the ELLs speak Spanish as their first language. The breakdown of ELLs across the grades is as follows:

| | | | |
|----------------|---|---|---|
| Grade | 5 | 7 | 8 |
| Number of ELLs | 8 | 2 | 4 |

IV. ELL Identification Process & Parent Choice (Include a brief paragraph to describe in detail):

Ms. Crystal Rossi (licensed ESL teacher) is the teacher responsible for conducting the initial screening conducting the HLIS and the LAB-R. Ms. Rossi speak both english and spanish.

Students who are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. When entitlement is verified it is secured in the ESL teacher's file cabinet. Parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. At the orientation, information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that will best meet their children's needs. Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ESL services, the NYSESLAT test, is administered annually to all ELLs. If the students score below the state designated proficiency level, they remain in the ESL program. ESL instruction is provided based on the student proficiency level as required by NYSED -CRPart 154 regulations.

Trend in parent choice letters

Parents/guardians choose the program that will best meet their children's needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. At the orientation, information is given on the programs available, state standards, assessments and expectations for their children students are placed in the program selected by the parent/guardian.

A review of the Parent Survey and Program selection forms for the past two years indicates that parents chose the ESL program. The ESL program is aligned with the parents' requests.

V. ELL Programs (Please include the following):

Students that are in the ESL program at P.S. 72 are students who were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services. Parents view a video describing the models of ELL programs to ensure that they understand the three program choices. Parents receive a parent choice form.

Students that score below the state designated level of proficiency on the LAB-R are entitled to services. PS 72 has a small number of ELLs spread out over all of the grades, 5 and 7 & 8. The program that best serves the students is the freestanding ESL program. All students participate in the ESL Pull-Out model that is designed best to meet the language needs of the ELLs. Intermediate and beginner ELLs also receive push-in services to meet their language needs. This process must be complete within 10 school days of initial enrollment.

Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content, specific pull-out and push-in ESL classes.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A Balanced Literacy approach is used that is consistent with the ELA approach in most literacy classes.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

P.S. 72 offers a freestanding ESL program which uses the pull-out and push-in models. The program is available for ELLs in all grades and at all levels: Beginning, Intermediate and Advanced. Students travel to another classroom to receive ESL

instruction which is provided by a certified teacher. Intermediate and beginner students also receive an additional push-in period, in which the ESL Teacher travels to a content area classroom to service the students. The teacher uses the Content Based Second Language Instructional Model. Content will be the focus of instruction, but the primary objective of instruction will be to promote language learning through listening, speaking, reading and writing in English.

Plan for SIFE :

SIFE students currently enrolled at P.S. 72 participate in the ESL program. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas.

To ensure that the mandated number of instructional minutes is provided, ESL teachers post a copy of their program schedule where it is easily visible by school leadership. A copy of each student’s schedule is given to the classroom teacher.

Number of ELLs in ESL Pull-Out/ Push-in Education Programs by grade and proficiency level is:

| Grade | Beginners | Intermediate | Advanced |
|-------|-----------|--------------|----------|
| 5 | 0 | 2 | 6 |
| 7 | 1 | 1 | 0 |
| 8 | 2 | 2 | 0 |

Number of ELLs by Sub-groups

| | |
|--|----|
| ALL ELLs | 14 |
| SIFE | 1 |
| Newcomers receiving services 0-3 years | 5 |
| ELLs receiving services 4-6 years | 7 |
| Long-Term (Completed 6 years) | 2 |
| Special Education | 7 |

Home Language Breakdown and ELL Programs:

Most ELLs at P.S. 72 are speakers of Spanish except two student who are Bengali speakers.

Language Groups Represented at PS 72 K

| Grade | Spanish | Bengali | Other |
|-------|---------|---------|-------|
| 5 | 6 | 2 | |
| 7 | 2 | 0 | |
| 8 | 4 | 0 | |

VI. Program and Schedule Information

P.S. 72 has a free standing, pull-out/ push-in heterogeneous ESL program that provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group. In addition, the ESL service provider is fluent in Spanish. Student comprehension and linguistic summary where needed to ELLs as part of the language program instructional support.

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

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

VIII. Plan for ELLs in school 4-6 years

Both the classroom teacher and the ESL teacher use scaffolding and realia. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

The ESL Pull-Out/ Push-in Program at P.S. 72 focuses on the following for all ELLs:

- academic rigor;
- the use of ESL methodologies during instruction;
- alignment of all instruction with the NYS/NYC standards; and

- the recruitment and retention of high quality teachers of English Language Learners.

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

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program, an after-school program or a Saturday Academy.

X. **Plan for ELL Special Needs Students**

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals.

XI. **Intervention Programs for ELLs (AIS)**

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in the academic enrichment program on Saturdays. The program is designed to further support ESL development as well as content area instruction/review.

XII. **Transitional Student Support Plan** (ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program.

XIII. **Future Plans for ELL Programs** (Describe changes planned- improvements, discontinued programs)

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ESL program is to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking, using CALLA. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. P.S. 72 is a phase –out school. The plan is to continue to support ELLs through a strong ESL program that is inclusive of all staff and serves students in the ESL class as well as the general education class.

XIV. **Equal access to all programs**

ELL students are provided with the opportunity to participate in all after school programs and are scheduled for AIS as are all students at PS072K.

XV. **After school programs for ELLS**

ELLs are afforded the same eligibility to participate in after school programs as other students. The after school program is conducted on Mondays, Tuesdays, and Wednesdays through the school 37 ½ minute AIS extended day plan.

In addition, Title III provided an extended week program for ELLs in SY 2010-11. If granted this year, ELLs attend small group sessions after school and on Saturdays in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

XVI. **Instructional materials including technology/ Instructional materials in Content Areas**

P.S. 72 utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology.

XVII. **Native Language Support**

Native Language support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries and text in Spanish, whenever needed. Spanish speaking ELLs are provided additional support by the Spanish speaking ESL provider that is their teacher.

XVIII. **Support Services**

All ESL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselors assist students with middle school and high school requirements.

The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in native language to ensure effective communication and parent involvement.

XIX. Professional Development

> PD plan for teachers and staff working with ELLs

A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for all teachers in ESL methodologies. Training will be done by certified ESL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

- **Sheltered Instruction Observation Protocol (SIOP):** A program model for teaching grade-level content in a way that is understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research on Education, Diversity & Excellence in response to the variability, both in design and delivery, of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing the SIOP to a control group class (taught by teachers not trained in the SIOP model). ELL students in classes whose teachers had been trained in implementing the SIOP outperformed control group students.

- **Cognitive Academic Language Learning Approach (CALLA):** A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies.

- **Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, demonstrations, and using hands-on learning activities that involve academic language.

- **Realia Strategies.** "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary or words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can define what works best for their students and long-term goals, and it is important to assess need for the realia. Realia can be used in many ways, including:
 - Collaborating on a school-wide collection of realia that all can use.
 - ESL teachers and other ELL specialists of the LSO. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example.

XX. **Assessment Analysis including culture.** Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. The Language Allocation Policy and instruction will focus on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ESL and general education teachers will continue to collaborate on students' needs. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

| Grade | Beginners | Intermediate | Advanced | Proficient | Total |
|-------|-----------|--------------|----------|------------|-------|
| 5 | 0 | 2 | 6 | 0 | 8 |
| 7 | 1 | 1 | 0 | 0 | 2 |
| 8 | 2 | 2 | 0 | 0 | 4 |

TEMPLETE - MAY 2010

Teachers will combine the Cognitive Academic Language Learning Approach (CALLA) with the mandated regional Balanced Literacy model. ESL methodologies and techniques will be used in the ESL classrooms as well as in the general education classrooms. Such methodologies include scaffolding, use of realia, art and role-play to aid in comprehension. The ESL teacher uses instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, and big-book.

As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be paired with non-ELLS. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent.

For school year 2010-11, P.S. 72 will continue the citywide program for literacy. The daily instructional schedule currently requires teachers to include additional literacy instruction. All grades follow the Balanced Literacy model which includes the reading and writing workshop. In addition, upper grade teachers are required to incorporate a skill instruction period.

ELA/ESL

The literacy program includes at least 175 minutes of literacy instruction with a 120 minute block for all grades in the morning. The 120 minute morning block includes Balanced Literacy. Literacy centers have been established and leveled/genre libraries have been set up in all classrooms.

P.S. 72 has for the past several years, implemented a skill of the week and a writing calendar to ensure adequate and consistent instruction in these areas. These calendars were correlated to enable teachers to make connections between the reading skills being taught and the forms of writing to which the skills were related. P.S. 72 also implement a Book of the Month program. P.S. 72 uses the collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies.

Mathematics

The Everyday Math core curriculum program is used for math instruction. Seventy-five minutes of instructional time in math is provided every day, with at least 60 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs in the upper grades are exposed to mathematical language and functions using ESL methodologies.

Science/Social Studies

All students receive four periods a week of instruction in science and social studies. Instruction is based on the state standards and the core curriculum. Units are planned and classroom teachers receive an outline each month of the topics to be covered. This allows teachers to support content area instruction in the classroom.

| Month | Part B: Topic of Professional Development Session |
|--------------|--|
| January | Data Collection ESL program framework. Student identification process. Keys to effective communication with ESL students. |
| February | Sheltered Instruction Observation Protocol (SIOP)-teaching grade level content, language objectives, adapting content, activities to integrate concepts. Demonstrations, use of visuals, and vocabulary study. Data review/ “teacher observations of ELLs to inform practice” |
| March | Content based approach: Discussion & task oriented activities to content area subjects ESL/ELA –developing innovative strategies to engage the learner Stages of Language Development |
| April | Content Area for ELLs-CALLA- increase thinking/study skills: integrate content area instruction with language development activities and explicit instruction in learning strategies. Instructional strategies linked to appropriate language acquisition stages. |
| May | Establishing active learning projects, teacher reflections, curriculum mapping, use portfolios to assess performance, modify assignments, provide opportunities for discussion, repeat and check for understanding, interactive word/phrase boards |
| June | Realia Strategies Inclusion of Culture |
| | |
| | |

| | | |
|---|-----------------|---|
| Educational Software (Object Code 199) | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program) |
| Travel | | |
| Other | | |
| TOTAL | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Language assistance information is posted at the main entrance. Our staff members, safety agents, and administration are familiar with how to accommodate the language needs of all parents. Our parent coordinator, main office and school aides assist with language needs of our parents. We have set aside funding for interpretation sessions during meetings, after school and/or before school. Literature has been posted regarding language assistance.

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

Using our home language applications, data cleansing methods, registration procedures as parent interviews we have come to the conclusion that our students population is as follows: _60.8, Black, _34.8 Hispanic, _0_% Asian and others. The findings are communicated through our CEP, PTA meetings, Parent Coordinator meetings, parent meetings, faculty conferences, teacher meetings and parent coordinator newsletter. (BEDS SURVEY)

Part B: Strategies and Activities

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

We have in-house individuals who are ready to assist with **written translation** when needed who consist of school staff and parent volunteers. Literature and/or correspondence leaving the building is written in both English and Spanish. Funding has been set aside for any needed written interpretation. Most literature for our parents sent from outside organizations: CFN, Chancellor's Office etc. comes ready to print in several languages. This helps all schools meet their language needs.

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

We have set aside funding for interpretation sessions during meetings, after school and /or before school. Literature has been posted regarding language assistance throughout the building. We have in-house individuals who are ready to assist **with oral interpretation** when needed who consist of school staff and parent volunteers. Literature and/or correspondence leaving the building is written in both English and Spanish. Oral interpretation methods are available to all schools for meetings, seminars, workshops etc. and are utilized when needed.

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

Our obligation to provide language assistance services consists of-

- Our school will follow the guidelines set by the Chancellor's office to ensure our parents receive language assistance.
- We May also provide services beyond those outlined in our regulations.
- The DOE has identified documents that are to be distributed to our parents and have translated them in several languages.
- The translation and Interpretation Unit is available to translate critical communications in a timely manner.
- Our school will provide parents with language interpretation of student- specific information regarding but not limited to : Health, safety, legal or disciplinary matters, public education, special education, English Language Learners and non-standard academic programs.
- We have funding set aside to assist parents with language interpretation.
- Several staff members and volunteers are available before, during and after school to assist parents.
- School funds have been set aside to assist with language translation

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|------------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | 370,037 | 70,032 | 440,069.00 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 3,700 | 7,000 | 10,700 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 18,503 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 37,000 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

P.S. \ I.S. 72

**605 Shepherd Avenue
Brooklyn, N.Y. 11208
(718) 345-4100 (718) 927-2160
2009-10**

P.S. I.S. 072K ANNETTE P. Goldman **2010-2011**

Annette P. Shepherd P.S. / I.S. 072K is committed to the goal of providing quality education for every child in this school. To this end, we want to establish partnership with parents and the community. Everyone gains if P.S. /I.S. 072k and home work together to promote high achievement by our children. Neither home nor P.S. / I.S. 072 can do the alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

P.S. / I.S. 072K recognizes that some students may need the extra assistance available through the Title 1 program to reach the state's high academic standards. P.S. / I.S. intends to include parents in all aspects of the school's Title 1 program. The goal is school-home partnerships that will help all students succeed.

PART1-SCHOOL PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

- A. P.S. / I.S. 072K will jointly develop/revise with parents the school parental involvement policy/ procedures and distribute it to parent of participating children and make available the parent involvement policy/procedures to the local community.
- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

- C. Offer flexible meetings, such as meetings in the morning or Saturday, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement. PTA meeting are help during the school day and on Saturday at 10AM to accommodate working parents.
- D. Involve parents, in an organized, ongoing, timely way, in the planning, review, and improvement of the school plan under Section 1112. School-wide under Section 1114, and the process of the school review and improvement under section 1116 during School Leaderships Meeting.
- E. Provide parent parents of participating children with:
 - a. Timely information about programs under this part:
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency
 - c. Opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

Each of the above will be done through monthly parent workshops and PTA meetings.

PART 11-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as it relates to the individual child's achievement.
- Provide frequent reports to parents on their child's progress.
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

Parents will be able to participate in the Learning Leaders program which allows for parents to volunteer in the school.

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and support a partnership among the school and the community to improve student academic achievement

P.S. / I.S. 072K:

- a) Shall provide assistance, to the parents of children served by the school, in understanding such topic as the state's academic content standards and state student academic achievement standards, State and district assessments, and how to monitor their child's progress and work with educators to improve the achievement of the child/children.
- b) Shall provide materials and training to help parents work with their children to improve achievement, such as literacy training and using technology to foster parental involvement.

- c) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.
- d) Shall provide such other reasonable support for parental involvement activities under this part as parents may request.
- e) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

PART 111-ACCESSIBILITY REQUIREMENT

In carrying out the parental involvement requirements, P.S. / I.S. 072K, to extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including information and school reports in a format and, to the extent practicable, in a language such parents can understand.

PART IV-ADOPTION

The P.S. / I.S. 072K Parental Involvement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title 1 program, as evidenced by meeting minutes.

The Parent Involvement Policy/Procedures was developed and revised by P.S. / I.S. 072K on 11/01/10 will be in effect for the period of the 2010-2011 school's year. The school will distribute these Parent Involvement Policy/Procedures to all parents of participating Title 1 children and make it available to the community on or before 11-10-10.

School-Parent Compact- Attach a copy of the School-Parent Compact.

SCHOOL – PARENT COMPACT
2010-2011

School Name:P.S. / I. S. 072 Annette P Goldman School

The school and parents working cooperatively to provide for the successful education of the children agree:

PAGE 1

| THE SCHOOL AGREES | THE PARENT/GUARDIAN AGREE |
|--|---|
| To convene an annual meeting for Title 1 parents to inform them of the Title 1 programs and their right to be involved. | To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy. |
| To offer a flexible number of meetings at various times, if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting | Encourage my child to be punctual and attend school regularly and misses school only when absolutely necessary. |

| | |
|---|--|
| To actively involved parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy. | Encourage the child to follow school rules, carries out teachers' instructions, directions and work diligently to master the information and skills. |
| To provide parents with timely information about all programs. | Support the school in its efforts to maintain proper discipline. |
| To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information. | Help my child to resolve conflicts in a positive way. Work with school staff and educators to revise and improve perceptions and school climate. |
| To provide high quality curriculum and instruction. | Provide encourage and approval for effort and school work. Give positive feedback and show appreciation for teachers and the principal. |
| To deal with communication issues between teachers and parents through: <ul style="list-style-type: none"> ▪ Parent – Teacher Conferences at least annually ▪ Frequent reports to parents on their children's progress ▪ Opportunities to volunteer and participate in their child's class. ▪ Reasonably access to staff ▪ Observation of classroom activities | To communicate with your child teachers about their educational needs. To ask parent groups to involve information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child in the educational process. |

| THE SCHOOL AGREES | THE PARENT/GUARDIAN AGREE |
|---|--|
| To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. | To share the responsibility for improved student achievement. To monitor my child: |

| | |
|--|---|
| literacy classes, workshops on reading and math strategies. | A. Attendance at School B. Homework C. Television watching |
| Make sure the school have working phone numbers of file at all time ❖ To approach interaction with a positive attitude and open mind. | Share your family’s culture, value, and parenting practices with your child’s school. Attend workshops or seminars on learning expectations, assessment, reading, math, and so forth. |

THE ANNETTE P. GOLDMAN SCHOOL P.S/ I.S. 072K
SCHOOL –PARENT COMPACT
2010-2011

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of school Principal

Signature of Parent/Guardian

Mrs. Valena WelchWoodley
Type/Print Name Print Name & Contact number

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family

Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Whenever possible, all recruited teachers will be appropriately certified. Their progress will be monitored by administrative support, peer mentoring, and buddy teaching.

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Through snapshots, observations, faculty conferences, parent/student conferences and teacher conferencing the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results.

4. Strategies to attract high-quality highly qualified teachers to high-need schools.

The Principal in collaboration with the CFN Liaison will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

Principals in collaboration with the CFN Liaison work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

5. Strategies to increase parental involvement through means such as family literacy services.
(See Parent Compact Parental Involvement)

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

This school year our grades include ONLY 5th, 7th and 8th grades. We do not have early elementary grades.

7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - a. Teachers are encouraged to continue their education for best practices concerning assessments.
 - b. A buddy system is used to look at data.
 - c. The school funds outside professional development classes for all especially those in testing grades.
 - d. The school invites organizations to take advantage of having their professional development here in order to provide assessment PD for teachers in order to be a part in the assessment decision making.
 - e. Our Data Specialist shares assessments findings with teachers and discuss outcomes at grade meetings.
 - f. We utilize the assessment professional development sessions offered by our Children's Network.
 - g. Administration meets with staff members to discuss assessments.
 - h. The Principal's Cabinet meets weekly to discuss the concerns of the teachers
 - i. Teachers are asked to share their assessment concerns, their growth, needs, continuing education and next steps.
8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(See ELLs, Special Needs, Title 1 Funding)

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I School wide Program (SWP)

Explanation/Background:

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

Consolidating funds in a School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School wide 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 School wide 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.

Most, if not all, School wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School wide 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 School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated School wide 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) | Program Funds Are “Conceptually” ¹ Consolidated in the School wide Program | Amount Contributed to Schoolwide Pool (Refer to Galaxy | Check (R) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are |
|--------------|---|--|---|--|
|--------------|---|--|---|--|

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

| | | (R) | | | for FY'11 school allocation amounts) | consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|---------|-----|----|-----|--------------------------------------|---|-----------|
| | | Yes | No | N/A | | Check (R) | Page #(s) |
| Title I, Part A (Basic) | Federal | YES | | | | | |
| Title I, Part A (ARRA) | Federal | YES | | | | | |
| Title II, Part A | Federal | | | N/A | | | |
| Title III, Part A | Federal | YES | | | | | |
| Title IV | Federal | | | N/A | | | |
| IDEA | Federal | | | N/A | | | |
| Tax Levy | Local | YES | | | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
 - Whenever possible, all recruited teachers will be appropriately certified. Their progress will be monitored by administrative support, peer mentoring, and buddy teaching.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - Professional development at PS/IS 72 will be coordinated by a professional development team which will include the principal and assistant principal. The staff utilizing a multifaceted approach that will focus on strengthening teachers' knowledge and application of the methods necessary to develop students ability to be strategic and independent learners in all curriculum areas.
 - Professional development will take place on designated staff development days, during Faculty Conferences, scheduled common preps and after school.
 - In order to provide staff with the necessary repertoire of instructional strategies needed to help children meet the standards and become strategic and independent learners, professional development will be provided as follows:
 1. New teacher training
 2. Connections between literacy instruction and the standards
 3. Addressing the ELA standards of listening, speaking, reading and writing – across the curriculum
 4. Understanding strategy instruction
 5. Reading strategies –components of Balanced literacy
 6. Strategies for math
 7. Accountable talk
 8. Strategies and learning tools – task, checklist, rubrics
 9. Using assessments to inform instruction
 10. Questioning to develop higher order thinking
 11. How to read your IEP
 12. What you can do to help the ELLs in your class
 13. What is the purpose of the PPT?
 14. Strategies to help Parents help their children (ELA, Math, Science, Social Studies)
 15. Help with homework for our parents

- Professional development provided at the start of the school year will be targeted to deepen the areas of curriculum we have already introduced and to plan and implement future instruction. Special attention will be given to include ways for teachers to provide strategies that allow students to become independent learners. Staff development will focus on supporting teachers in the components of Balanced Literacy. Attention will be given to teachers in teaching strategies that extend comprehension, independent learning and cross-checking. Further development will aid teachers in selecting leveled books and materials that children read and comprehend on their independent reading level. In applying the writing process, support and instruction will focus on using quality children's literature to provide models for the children of the elements of good writing such as, story structure, characterization, memoir, etc.
- Professional development will also focus on providing teachers with an understanding of the use of strategies in the writing process.
- Professional development will focus on effective management and strategies that allow for accountable talk, comprehension and independent learning within the structure of the literacy block.
- Literacy professional development will focus on supporting teachers in developing the tools and knowledge necessary to meet the individual needs of their students and assist them in meeting the ELA standards. This professional development will provide teachers with a review of the basics of guided reading, writer's workshop (and 4 Square), Read alouds, Shared Reading and content area literacy while at the same time focusing on strategy development and application across the curriculum
- Content area instruction will support literacy efforts in several ways. The school has increased its integration of writing into content area instruction and will continue to develop writing as a method of performance based assessment in this area. In addition, there will be an increased focus on the use of literacy skills in the development of content understandings. Use of such activities as text-mapping, study guides, read alouds, note-taking, graphic organizers and vocabulary development will simultaneously assist students in accessing the content material and developing literacy skills
- The Science and social studies instruction will incorporate literacy skills by involving the students in a variety of writing activities that include note-taking, gathering information, 4 Square, summarizing information and report writing. Science instruction will also support the development of skill in drawing conclusions, making predictions and recognizing cause and effect.

7. Provide strategies to increase parental involvement; and
(See Parent Compact Parental Involvement)

8. Coordinate and integrate Federal, State and local services and programs.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____ **N/A**

SURR Group/Phase: _____ **Year of Identification:** _____ **N/A** **Deadline Year:** _____ **N/A**

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
| <p align="center">N/A</p> | <p align="center">N/A</p> | <p align="center">N/A</p> |

| | | |
|--|--|--|
| | | |
|--|--|--|

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitlePartASetAsideforStudentsinTemporaryHousing.pdf>

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|---------------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S./I.S. 072 Annette P Goldman | | | | | |
| District: | 19 | DBN: | 19K072 | School | | 331900010072 |

DEMOGRAPHICS

| | | | | | | | | | |
|----------------|-------|--|---|---|----|---|----------|---|--|
| Grades Served: | Pre-K | | 3 | | 7 | v | 11 | | |
| | K | | 4 | | 8 | v | 12 | | |
| | 1 | | 5 | v | 9 | | Ungraded | v | |
| | 2 | | 6 | v | 10 | | | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|--------------------|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 16 | 0 | 0 | | 90.4 | 90.6 | 88.7 |
| Kindergarten | 63 | 0 | 0 | | | | |
| Grade 1 | 90 | 0 | 0 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 93 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 98 | 0 | 0 | | 90.3 | 90.0 | 93.5 |
| Grade 4 | 107 | 96 | 0 | | | | |
| Grade 5 | 94 | 99 | 98 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 83 | 0 | 1 | (As of October 31) | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 82 | 66 | 1 | | 84.7 | 91.5 | 93.4 |
| Grade 8 | 44 | 81 | 60 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 22 | 32 | 19 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 17 | 20 | 11 | Recent Immigrants - Total Number: | | | |
| Total | 787 | 362 | 171 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 2 | 2 | 2 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 63 | 55 | 30 | Principal Suspensions | 39 | 69 | 56 |
| # in Collaborative Team Teaching (CTT) Classes | 57 | 40 | 20 | Superintendent Suspensions | 25 | 20 | 10 |
| Number all others | 38 | 19 | 3 | | | | |

These students are included in the enrollment information above.

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | 0 | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 71 | 75 | 42 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 32 | 35 | 10 |
| # receiving ESL services only | 55 | 23 | TBD | | | | |
| # ELLs with IEPs | 2 | 13 | TBD | Number of Educational Paraprofessionals | 8 | 7 | 23 |

These students are included in the General and Special Education enrollment information above.

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 2 | 4 | 12 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 53.5 | 57.3 | 64.3 |
| | | | | % more than 5 years teaching anywhere | 45.1 | 46.7 | 59.5 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 73.0 | 83.0 | 83.3 |
| American Indian or Alaska Native | 0.4 | 0.3 | 0.0 | % core classes taught by "highly qualified" teachers | 76.1 | 91.5 | 78.4 |
| Black or African American | 61.1 | 60.8 | 65.5 | | | | |
| Hispanic or Latino | 33.9 | 34.8 | 30.4 | | | | |
| Asian or Native Hawaiian/Other Pacific | 2.5 | 3.0 | 2.9 | | | | |
| White | 1.5 | 1.1 | 0.6 | | | | |
| Male | 49.3 | 48.9 | 47.4 | | | | |
| Female | 50.7 | 51.1 | 52.6 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | v | v | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | Category | | |
|--|-------------------------------|---|----------|---------|---------------|
| | In Good | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | |
| | Improvement Year 2 | | | | |
| | Corrective Action (CA) – Year | | | | |
| | Corrective Action (CA) – Year | | | | |
| | Restructuring Year 1 | | | | |
| | Restructuring Year 2 | | | | |
| | Restructuring Advanced | | | | |

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | <u>Secondary Level</u> |
|--------------------------------|------------------------|
| ELA: v | ELA: |
| Math: v | Math: |
| Science: v | Graduation Rate: |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| Student Groups | ELA | Math | Science | ELA | Math | Grad Rate** | Progress Target |
| All Students | v | v | v | | | | |
| Ethnicity | | | | | | | |

| | | | | | | |
|---|----------|----------|----------|--|--|--|
| American Indian or Alaska Native | - | - | | | | |
| Black or African American | v | v | | | | |
| Hispanic or Latino | v | v | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | |
| White | - | - | - | | | |
| Multiracial | - | - | - | | | |
| Students with Disabilities | vsh | v | - | | | |
| Limited English Proficient | v | v | - | | | |
| Economically Disadvantaged | v | v | | | | |
| Student groups making | 6 | 6 | 1 | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | |
|--|----|--|--|--|----|--|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | |
| Overall Letter Grade: | NR | Overall Evaluation: | | | NR | |
| Overall Score: | | Quality Statement Scores: | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | |
| School Environment: | | Quality Statement 2: Plan and Set Goals | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | |
| School Performance: | | Quality Statement 4: Align Capacity Building to Goals | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | |
| Student Progress: | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | |
| Additional Credit: | | | | | | |

| | |
|--|---|
| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
| v = Made AYP | U = Underdeveloped |
| vSH = Made AYP Using Safe Harbor Target | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | P = Proficient |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed |
| | NR = Not Reviewed |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--------------------|--|---------------------------------|
| Network Cluster CFN 309 | District 19 | School Number 72K | School Name P.S. I.S. 72 |
| Principal Valena Welch-Woodley | | Assistant Principal | |
| Coach N/A | | Coach N/A | |
| Teacher/Subject Area Crystal Rossi/ESL | | Guidance Counselor Michael Barker | |
| Teacher/Subject Area Kean Mitchell/ELA | | Parent Catherine Burch | |
| Teacher/Subject Area type here | | Parent Coordinator Shirvy McBride | |
| Related Service Provider type here | | Other type here | |
| Network Leader Patricia Tubridy | | Other Martha Rodriguez-Torres | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 175 | Total Number of ELLs | 14 | ELLs as Share of Total Student Population (%) | 8.00% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Program and Schedule Information

School Description/Demographics (Include the number of students in school/ number of ELLs in the school.)

P.S. 72 is a Title I school located in the East New York section of Brooklyn. The school is an elementary school serving approximately 175 students in grades 5 and 7 & 8. There is a small number of grade 6 students that are part of the Special Education program at the school. The school participates in the Universal free-lunch program, as over ninety percent of the students are eligible.

Currently, the school is a 4-5 and 7-8 barrier-free school, with an enrollment of 175 students. A total of 14 students or 8 % receive ESL services. There are no bi-lingual classes. The data for school shows that the ethnic composition of the student population is 64.1% Black, 33.8% Hispanic, 1.2% others. The school is presently targeted as a phase out school therefore serving only select grades as part of the plan for restructuring for change.

There are 14 students in the ESL program. The program is designed as a pull-out/ push-in model. The ESL teacher working closely with the classroom teacher serves students in discreet ESL instruction in a separate class. There are ELLs in all grades at all levels: Beginning, Intermediate and Advanced. The home language of the students is Spanish and Bengali. Students travel to another classroom to receive ESL instruction which is provided by one ESL teacher. The ESL teacher uses methodologies in academic content area instruction to develop English language skills. The ESL program is designed to help students acquire English language proficiency in listening, speaking, reading, writing and critical thinking using the Cognitive Academic Language Learning Approach (CALLA) method. In addition, intermediate and beginner students are also serviced through the push-in model. The ESL teacher does push-in with each intermediate and beginner student one period per day during a content area instruction period.

The allotted time for ESL instruction is determined by the students' English language proficiency levels. Beginning and Intermediate students receive 360 minutes of instruction weekly, while Advanced students receive 180 minutes per week.

There are 14 ELLs presently on register at PS 72K. The ELLs are spread across all grades: 5, 7, and 8. Most of the ELLs speak Spanish as their first language, with only two speaking Bengali. The breakdown of ELLs across the grades is as follows:

| | | | |
|----------------|---|---|---|
| Grade | 5 | 7 | 8 |
| Number of ELLs | 8 | 2 | 4 |

ELL Identification Process & Parent Choice Include a brief paragraph to describe in detail:

There were no new students admitted to P.S. 72 for the 2010-2011 school year. Therefore identification of ELLs, HLIS, oral interview, and LAB-R were not conducted for this school year. Description of these services for 2010-2011 school year N/A. Pedagogue responsible for conducting initial screening, and administering HLIS and LAB-R for 2010-2011 N/A.

Students that are currently enrolled in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are interviewed orally by a certified ESL teacher and are tested with the LAB-R, within ten days of being admitted to the school, to determine whether or not they are entitled to receive ESL services. Spanish speaking students who, upon oral interview, are identified as unable to take the LAB-R in English due to lack of proficiency, are administered the Spanish LAB-R, by a certified ESL teacher. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. At the orientation, information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that will best meet their children's needs. Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ESL services, the NYSESLAT test, is administered annually to all ELLs. If the students score below the state designated proficiency level, they remain in the ESL program. ESL instruction is provided based on the

student proficiency level as required by NYSED -CRPart 154 regulations.

Trend in parent choice letters

Parents/guardians choose the program that will best meet their children's needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. At the orientation, information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian. P.S. 72 only offers a Freestanding ESL program due to the small number of ESL students at the school.

A review of the Parent Survey and Program selection forms for the past two years indicates that parents chose the ESL program. The ESL program is aligned with the parents' requests. The ESL program is run by one certified ESL teacher, Miss Crystal Rossi. Miss Rossi is fluent in both English and Spanish. Miss Rossi held a parent orientation meeting on November 8, 2010, for those students already enrolled in the ESL program. During the meeting parents were shown the orientation video, given parent brochures, provided with information on the Freestanding ESL program, and informed on their child's progress.

ELL Programs Please include the following:

Due to the fact that there were no new students admitted to P.S. 72 during the 2010-2011 school year a description of how the school ensures entitlement letters are distributed, how Parent Survey and Program Selection forms are returned, and a description of the criteria used to place identified ELLs is N/A.

Students that are in the ESL program at P.S. 72 are students that were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services.

Students that score below the state designated level of proficiency on the LAB-R are entitled to services. P.S. 72 has a small number of ELLs spread out over all of the grades 5, and 7& 8. The program that best serves the students is the freestanding ESL program. All students participate in the ESL Pull-Out model, and the intermediate and beginner students participate in the Pull-Out and Push-In model, that is designed to best meet the language needs of the ELLs.

Number of ELLs in ESL Pull-Out/Push-In Education Programs by grade and proficiency level is:

| Grade | Beginners | Intermediate | Advanced |
|-------|-----------|--------------|----------|
| 5 | 0 | 2 | 6 |
| 7 | 1 | 1 | 0 |
| 8 | 2 | 2 | 0 |

Home Language Breakdown and ELL Programs:

Most ELLs at P.S. 72 are speakers of Spanish except two student who are Bengali speakers.

Language Groups Represented at PS 72 K.

| Grade | Spanish | Bengali | Other |
|-------|---------|---------|-------|
| 5 | 6 | 2 | |
| 7 | 2 | 0 | |
| 8 | 4 | 0 | |

XXX

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K ● 1 ● 2 ● 3 ● 4 ● 5 ❄

Check all that apply

6 7 8 9 10 11 12

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Push-In | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 14 |
| Total | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 14 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|-------------------------------|---|
| All ELLs | 14 | Newcomers (ELLs receiving service 0-3 years) | 5 | Special Education | 7 |
| SIFE | 1 | ELLs receiving service 4-6 years | 7 | Long-Term (completed 6 years) | 2 |

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------------|----------------------------|----------------------------|-----------------------------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | <input type="checkbox"/> 0 | <input type="checkbox"/> 0 | <input type="checkbox"/> 0 | <input type="checkbox"/> 0 |
| Dual Language | <input type="checkbox"/> 0 | <input type="checkbox"/> 0 | <input type="checkbox"/> 0 | <input type="checkbox"/> 0 |
| ESL | <input type="checkbox"/> 5 | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 7 | <input type="checkbox"/> 0 | <input type="checkbox"/> 5 | <input type="checkbox"/> 2 | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 14 |
| Total | <input type="checkbox"/> 5 | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 7 | <input type="checkbox"/> 0 | <input type="checkbox"/> 5 | <input type="checkbox"/> 2 | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 14 |

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

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yiddish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): | |

| | | |
|-------------------|------------------------------|------------------|
| African-American: | Asian: | Hispanic/Latino: |
| Native American: | White (Non-Hispanic/Latino): | Other: |

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | 6 | | 2 | 4 | | | | | 12 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | 2 | | | | | | | | 2 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 14 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Program and Schedule Information

P.S. 72 has a free standing, pull-out/push-in heterogeneous ESL program that provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group. In addition, the ESL service provider is fluent in Spanish. She facilitates student comprehension and linguistic summary where needed to ELLs as part of the language program instructional support.

Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content, specific pull-out/push-in ESL classes.

Staff ensures that all students receive the mandated minutes of ELA instruction per week. In addition, students receive additional instruction provided by academic intervention services (AIS) through the daily M-W extended 37 1/2 minutes program.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, thinking maps, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A Balanced Literacy approach is used that is consistent with the ELA approach in most literacy classes.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

P.S. 72 offers a freestanding ESL program which uses the pull-out/push-in model. The program is available for ELLs in all grades and at all levels: Beginning, Intermediate and Advanced. Students follow a planned schedule that is designed by the ESL teacher and followed by all content-area teachers. The students travel to another classroom for 45 minutes, five days a week, M-F, to receive ESL instruction which is provided by a certified teacher. In addition, beginner and intermediate students also receive push-in instruction, five days a week, M-F, in which the ESL teacher push's into their content-area class once daily for 30-45 minutes.

The teacher uses the Content Based Second Language Instructional Model. The teacher also uses the Cognitive Academic Language Learning Approach (CALLA). Students receive instruction in ELA, social studies, science, and some math. All lessons involve a literacy component. Students use graphic organizers and thinking maps as a part of every literacy assignment to increase comprehensible input. The teacher uses scaffolding and the gradual removal of supports as students begin to develop greater English proficiency in the four major areas; listening, speaking, reading, and writing. Content is the focus of instruction, but the primary objective of instruction will be to promote language learning and proficiency through listening, speaking, reading and writing in English.

Plan for SIFE :

SIFE students currently enrolled at P.S. 72 participate in the ESL program. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas.

To ensure that the mandated number of instructional minutes is provided, ESL teachers post a copy of their program schedule where it is easily visible by school leadership. A copy of each student's schedule is given to the classroom teacher.

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

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction. Staff ensures that all students receive additional instruction in ELA, math, and other content areas provided by Academic Intervention Services (AIS), which they attend M-W for 37 ½ minutes.

Plan for ELLs in school 4-6 years :

Both the classroom teacher and the ESL teacher use scaffolding and realia. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that

underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students). Staff ensures that all students receive additional instruction in ELA, math, and other content areas provided by Academic Intervention Services (AIS), which they attend M-W for 37 ½ minutes.

The ESL Pull-Out/ Push-In Program at P.S. 72 focuses on the following for all ELLs:

- academic rigor
- the use of ESL methodologies during instruction; CBI, CALLA, ETC.
- alignment of all instruction with the NYS/NYC standards; Common Core State Standards and
- the recruitment and retention of high quality teachers of English Language Learners.

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

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program, an after-school program or a Saturday Academy. Staff ensures that all students receive additional instruction in ELA, math, and other content areas provided by Academic Intervention Services (AIS), which they attend M-W for 37 ½ minutes.

Plan for ELL Special Needs Students

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals.

Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in the academic enrichment program on Saturdays. The program is designed to further support ESL development as well as content area instruction/review.

Transitional Student Support Plan (ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program.

Paste response to questions 1-4 here

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

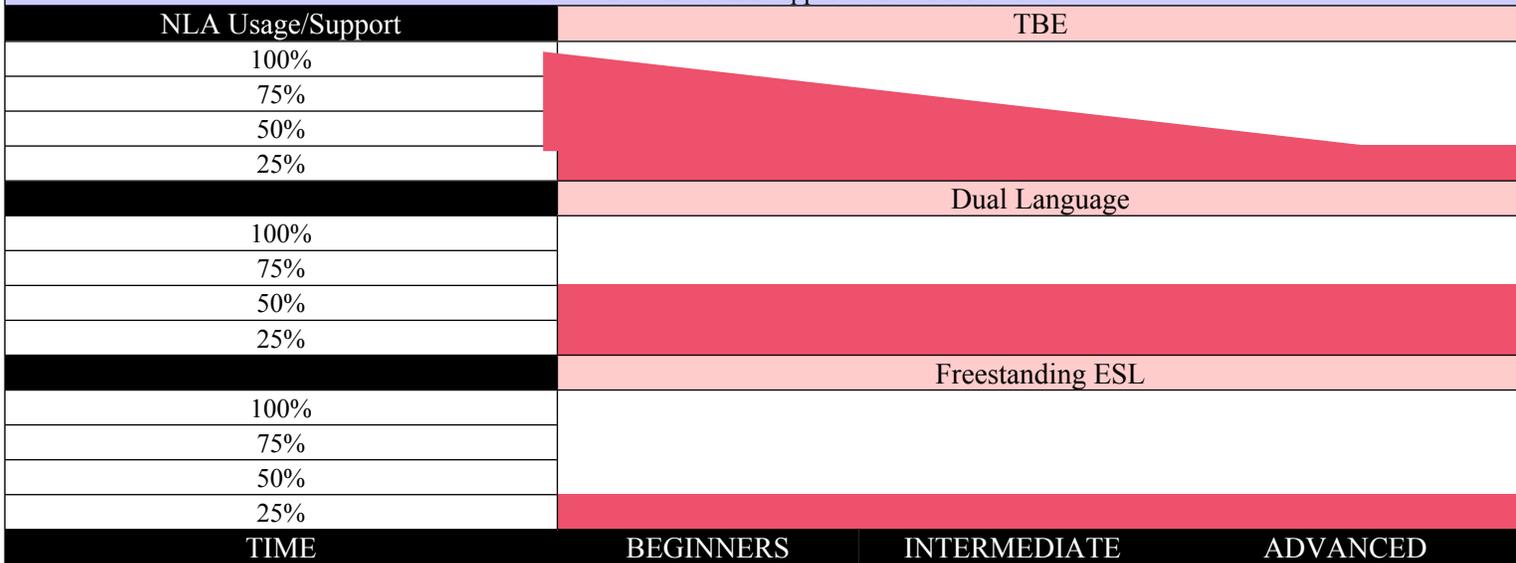
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here XIII.

Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in the academic enrichment program on Saturdays. The program is designed to further support ESL development as well as content area instruction/review.

Transitional Student Support Plan (ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program.

Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ESL program is to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking, using CALLA. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. P.S. 72 is a phase –out school. The plan is to continue to support ELLs through a strong ESL program that is inclusive of all staff and serves students in the ESL class as well as the general education class.

Equal access to all programs

ELL students are provided with the opportunity to participate in all after school programs and are scheduled for AIS as are all students at P.S. 72K.

After school programs for ELLS

ELLs are afforded the same eligibility to participate in after school programs as other students. The after school program is conducted on Mondays, Tuesdays, and Wednesdays through the school 37 ½ minute AIS extended day plan.

In addition, Title III provided an extended week program for ELLs in SY 2010-11. If granted this year, ELLs attend small group sessions after school and on Saturdays in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

Instructional materials including technology/ Instructional materials in Content Areas

P.S. 72 utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Students use the content area textbooks, work books, reading books, maps and charts. Other ELL materials include Avenues textbooks, practice books, song posters, charts, and big books, picture dictionaries, realia objects, manipulatives, Reader's theater, thinking maps, and many other materials. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology.

Native Language Support

Native Language support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries and text in Spanish, whenever needed. Spanish speaking ELLs are provided additional support by the Spanish speaking ESL provider that is their teacher.

Support Services

All ESL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselors assist students with middle school and high school requirements.

The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in native language to ensure effective communication and parent involvement.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Not Applicable

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here.

PD plan for teachers and staff working with ELLs

A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data

analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for all teachers in ESL methodologies. Training will be done by certified ESL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

- Sheltered Instruction Observation Protocol (SIOP): A program model for teaching grade-level content in a way that is understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research on Education, Diversity & Excellence in response to the variability, both in design and delivery, of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing the SIOP to a control group class (taught by teachers not trained in the SIOP model). ELL students in classes whose teachers had been trained in implementing the SIOP outperformed control group students.
- Cognitive Academic Language Learning Approach (CALLA): A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies.
- Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, demonstrations, and using hands-on learning activities that involve academic language.
- Realia Strategies. "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example.
- Strategies for including culture. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

Training of all staff – 7.5 Hours required/ records

A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Teachers presently working at PS-- are long time staff members, many of which have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist of the LSO. The training will be facilitated to staff in the Spring. Each participant will be awarded a certificate of completion upon completion of the training series.

E. Parental Involvement

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

Paste response to questions 1-4 here

Parents/guardians choose the program that will best meet their children’s needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent orientation workshop. At the meeting , information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian. Parents are kept in close communication with the ESL and content area teachers. Teachers send out progress reports, and contact parents in order to keep them informed abd evaluate any needs the parents may have. Parents are encouraged to call teachers, be involved in their students learning, and participate in school functions to stay up to date with the activities in the P.S. 72 community.

Parents are encouraged to participate in school functions through letters informing them of upcoming school funtions. Parents participate in school functions related to the new ESL after school program beginning January 2011. Parents assist in the Parent Teacher Association, they also help with school field trips, drives, career day, and other school related functions.

P.S. 72 does not have any partnerships with other agenices or Community Based Organizations.

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | 0 | | 1 | 2 | | | | | 3 |

| | | | | | | | | | | | | | | |
|-----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| Intermediate(I) | | | | | | 2 | | 1 | 2 | | | | | 5 |
| Advanced (A) | | | | | | 6 | | 0 | | | | | | 6 |
| Total | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 14 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/SPEAKING | B | | | | | | 0 | | 1 | 0 | | | | |
| | I | | | | | | 1 | | 1 | 2 | | | | |
| | A | | | | | | 6 | | 0 | 2 | | | | |
| | P | | | | | | 1 | | 0 | 0 | | | | |
| READING/WRITING | B | | | | | | 0 | | 1 | 2 | | | | |
| | I | | | | | | 2 | | 1 | 2 | | | | |
| | A | | | | | | 6 | | 0 | 0 | | | | |
| | P | | | | | | 0 | | 0 | 0 | | | | |

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

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | 2 | | 6 | | | | | | 8 |
| 6 | | | | | | | | | 0 |
| 7 | 2 | | | | | | | | 2 |
| 8 | 3 | | 1 | | | | | | 4 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| | | | | | | | | | |

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | | 0 | | 0 | | 0 | | 0 |
| 8 | 3 | | 1 | | 0 | | 0 | | 4 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 2 | | 6 | | 0 | | 0 | | 8 |
| 8 | 3 | | 1 | | 0 | | 0 | | 4 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Math | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|-----------------------|---|----|----|----|---|----|----|----|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | | | | | | | | |

| | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile |
|----------------------------|-----------------|------------------|------------------|------------------|-----------------|------------------|------------------|------------------|
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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

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

The Language Allocation Policy and instruction will focus on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ESL and general education teachers will continue to collaborate on students' needs. Teachers will combine the Cognitive Academic Language Learning Approach (CALLA) with the mandated regional Balanced Literacy model. ESL methodologies and techniques will be used in the ESL classrooms as well as in the general education classrooms. Such methodologies include scaffolding and the use of realia, songs, art and role-play to aid in comprehension. ESL teachers use instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, big-book and transparencies. As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be paired with non-ELLs. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent.

For school year 2010-11, P.S. 72 will continue the citywide program for literacy. The daily instructional schedule currently requires teachers to include additional literacy instruction. All grades follow the Balanced Literacy model which includes the writing workshop. In addition, upper grade teachers are required to incorporate a skill instruction period.

ELA/ESL

The literacy program includes at least 175 minutes of literacy instruction with a 120 minute block for all grades in the morning. The 120 minute morning block includes the elements of Balanced Literacy/reader's workshop which focuses on read-aloud, guided reading, shared reading and independent reading. Literacy centers have been established and leveled/genre libraries have been set up in all classrooms. P.S. 72 has, for the past several years, implemented a skill of the week and a writing calendar to ensure adequate and consistent instruction in these areas. These calendars were correlated to enable teachers to make connections between the reading skills being taught and the forms of writing to which the skills were related. P.S. -- also implements a Book of the Month program.

Mathematics

The Everyday Math core curriculum program is used for math instruction. Seventy-five minutes of instructional time in math is provided every day, with at least 60 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs in the upper grades are exposed to mathematical language and functions since

Units are planned and classroom teachers receive an outline each month of the topics to be covered. This allows teachers to support content area instruction in the classroom.

Describe ELL program success

The success of the ELL program is measured in many ways. It is measured by the advancement of the ELLs on the NYSESLAT, by improvements in writing and speaking ability, by the comfort levels of ELLs in using English in every day settings including academic activities and by the performance of ELLs on state assessments.

Additional Information

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

Empty space for additional information.

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |

| | | | |
|--|----------------------|--|--|
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |