



PS/IS 73

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (DISTRICT 23/BROOKLYN/23K073)
ADDRESS: 251 MACDOUGAL STREET, BROOKLYN, NY
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 23K073 **SCHOOL NAME:** Thomas S. Boyland

SCHOOL ADDRESS: 251 Mac Dougal St.

SCHOOL TELEPHONE: (718) 573-0288 **FAX:** (718) 455-1835

SCHOOL CONTACT PERSON: Joelle McKen **EMAIL ADDRESS:** jmcken@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jean Killebrew

PRINCIPAL: Joelle McKen

UFT CHAPTER LEADER: Margo Wilkie

PARENTS' ASSOCIATION PRESIDENT: Timeeka Richardson

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 23 **SSO NAME:** CFN 401

SSO NETWORK LEADER: Alice Brown

SUPERINTENDENT: Ainslie Cumberbatch

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/rdonlyres/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
Joelle McKen	*Principal or Designee	
Margo Wilkie	*UFT Chapter Chairperson or Designee	
Timeeka Richardson	*PA/PTA President or Designated Co-President	
Timeeka Richardson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ethelene Taylor	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	
Colleen Germain	Member/Teacher	
Jean Killebrew	Member/Teacher	
Marylou Buser	Member/Teacher	
Lottie McCain	Member/Parent	
Ms Wanda Daniels	Member/Parent	
Florinda Martinez	Member/Parent	
Patricia Gerald	Member/Parent	
Doris Chavis	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

School Vision and Mission

The vision of Public School/Intermediate School 73K, The Thomas Boyland School, is to become a successful learning community of which all staff, students and children are proud to be a member.

The mission of the educational community of Public School/Intermediate School 73K is to provide a safe and nurturing learning environment that will ensure that all students are challenged to achieve at high academic standards. Working collaboratively with parents, we strive to provide our students with educational experiences that will enable them to develop into creative, critical thinkers.

PS/IS 73K, The Thomas Boyland School, which was built in 1888, is a landmark school. It is located in the Ocean-Hill section of Brownsville, which is part of District 23. It currently houses 557 general and special education students in grades PreK-8. Currently 100% of our staff are licensed and appointed to the school. The staff, experienced and novice, along with the administration and parents, have committed themselves to changing the culture of PSIS 73K in order to improve student achievement.

This PreK-8 school serves a population of 87.5% Black, 10.3% Hispanic students, and 2.2% White, Asian or others; 52.6% percent of them are male and 47.4% percent are female.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 073 Thomas S. Boyland				
District:	23	DBN #:	23K073	School BEDS Code:	332300010073

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> 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	41	42	32		90.4	92.2	TBD		
Kindergarten	51	49	50						
Grade 1	69	64	56	Student Stability: % of Enrollment					
Grade 2	70	72	68	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	66	68	57		86.0	86.9	TBD		
Grade 4	62	54	47						
Grade 5	45	58	34	Poverty Rate: % of Enrollment					
Grade 6	42	49	50	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	60	46	47		85.5	85.5	95.6		
Grade 8	48	69	49						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					22	48	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					0	3	2		
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	44	43	54	Principal Suspensions	4	15	2		
No. in Collaborative Team Teaching (CTT) Classes	18	10	10	Superintendent Suspensions	17	23	9		
Number all others	25	29	32						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	12	20	22	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	6	(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	49	49	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	13	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	7	5	TBD
	6	3	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.5	0.9	0.6	Percent more than two years teaching in this school	71.4	61.2	TBD
Black or African American	87.8	87.4	86.3	Percent more than five years teaching anywhere	55.1	59.2	TBD
Hispanic or Latino	10.0	10.1	11.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	0.9	1.0	Percent Masters Degree or higher	76.0	80.0	TBD
White	0.5	0.5	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.0	100.0	TBD
Multi-racial	0	0	0				
Male	51.7	51.5	52.6				
Female	48.3	48.5	47.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
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	✓ ^{SH}	X	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	4	1				

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.

**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	B	Overall Evaluation:	Proficient
Overall Score	67.2	Quality Statement Scores:	Proficient
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	15.7	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	41.5	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	Proficient
<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?
-

One of PS/IS 73K's major areas of concern for the past few years, continues to be the moderate academic achievement of its Middle School students in mathematics, as well as the overall academic performance of our ELL and Special Education students in all subject areas. This is evidenced by recent (for our Middle school students) and past standardized test scores. In 2009-2010, the State and City results in English Language Arts (ELA) revealed that of the students tested, only 18.6% met the standard in all the tested grades, and our median growth percentile (which is a new measure this year) was 60.5, down from 55% attaining proficiency in reading in 2008-2009. Additionally, the State results in Mathematics indicated that 31% of the students tested, met the standards in all tested grades, and our median growth percentile (which was a new measure this year) was 71.0, down from 72% our students scoring at proficiency in math as compared to the year before.

Despite the gains for our 11 Special Education students who took the NYSAA, the academic performance of our Special Education students and English Language Learners who are eligible for the NYS ELA and Math assessments, is of particular concern, as both groups continue to represent a disproportionately high percent of students performing at Level 1 in both subjects.

In 2010-2011, PS/IS 73K will continue to serve students with special needs in 5 self-contained classes and 2 Collaborative Team Teaching classes in grades K-8, where a special education teacher and a regular education teacher work collaboratively to meet the needs of all the students in each of the CTT classes. Four (4) of the self-contained classes are 12:1:1 and the other is a 12:1. Instruction for all students with special needs is primarily based on each child's IEP. PS/IS 73K further serves our special needs students by providing speech services, a guidance counselor, and educational assistants to assist them with their social and academic needs while in school.

The findings of our comprehensive needs assessment, which included classroom observations, student interviews, the analysis of student work samples, student formative and summative test results, **Quality Review results**, and our **School Environment Survey Results**, culminated in the identification of the following priorities for improving student performance here at PS/IS 73K:

- Continued Improvement in the implementation of differentiated instruction, designed to meet the needs of every students through their ability levels, interests, and learning styles.

- Continued professional development in the use of the State standards and new professional development in the implementation of the new Core Common Standards as a vehicle that drives planning and instructional decisions in the classroom.
- Improved implementation of effective strategies to address the large number of students at Level 2 lacking basic skills in reading and mathematics.
- Improved instruction for special education and ELL students and increased opportunities for inclusion into the general education program.
- Continued differentiated PD for teachers to meet the demands of our entire school population, inclusive of Special Education and ELLs.
- Continued Improvement of instruction in the area of Middle School ELA and mathematics, to enable students to make connections to the content that they are learning.
- Continued further development for the use of task-related rubrics and exemplars to ensure that students know the next steps for learning and set high expectations for themselves.
- Continued expansion of student-learning goals and conferencing of students in all core subjects to ensure they are specific, measurable and time related.
- Synthesis of student, grade, cohort, and whole-school data to demonstrate more clearly, progress towards meeting goals at individual, grade and school level.
- Tracking of scale-score data and raising expectations for higher-achieving students to increase the number of Level 4 students.
- A concerted effort to meet the needs of our Special Education and ELL population through pervasive professional development, with specific plans to address their low achievement levels in reading and mathematics.
- Continued improvement of our Professional Development Plan to ensure that we have a systematic way of measuring and monitoring our progress towards meeting our PD goals.
- Continued participation of all of our teachers in the inquiry process.
- Continued refinement of grade level Inquiry team goals to address a persistent area of concern that has been plaguing the grade or consistently impeding student growth.
- Continued monitoring and supervision of Inquiry team work to ensure that teams are consistently meeting on their own, team leaders are fulfilling their responsibilities, and teams are using their data to develop and implement action plans to support student improvement.

In addition to improving overall student performance, our Comprehensive Needs Assessment has identified the need to continue to find creative ways to build relationships with the students. Even though there were two Principal and nine Superintendent suspensions given to students this year, these numbers were more than half the amount issued the year before, which provides evidence that much of the work that our staff did to improve student to student relations and staff to student relations, was effective. As a result of our improved building relationships, the tone of our school was much improved and teachers and staff members have begun to publicly and privately acknowledge the considerable improvement in positive student behaviors. Our continued goal, in this endeavor, will focus on greater school-wide systems and parental participation to ensure that the program is functioning well, as well as fostering an environment where students instinctively make positive and informed decisions when faced with conflict. It is our goal to reduce the amount of Superintendent Suspensions to seven or less this school year.

Additionally, the physical design of the building creates many challenges for the students and staff. Hence, the Principal and Assistant Principals will continue to work collaboratively with our school Dean (which has been reduced to one, the school aide staff, which has been reduced to three, the custodial staff our safety agent, and our teachers, who have agreed (through a school SBO vote) to use their Professional Period assignment to help monitor the school's hallways, bathrooms, and lunchroom, to ensure the safety of all staff and students.

In grades K-3 the only formal assessment data that we have is in the area of reading. As a result, of our data gathering in these grades, our Reading First DIBELS assessments showed the following results for grades K, 1 and 2:

Kindergarten

Based on ECLAS-2 and DIBELS assessments, the Kindergarten teachers reported that many of their students had success with alphabet recognition, blending and sight word recognition. In these areas in particular, students have shown an average growth of up to 24 percentage points. However, the two areas that continue to plague our students are phoneme segmentation fluency and nonsense word fluency. Their limitations in these two areas continue to affect students overall decoding and reading fluency in their later grades.

First Grade

Based on the ECLAS-2 assessments, (both Fall and Spring administration), most students have shown improvement in the areas of reading and recognition of sight words and have shown an overall growth of one to two levels. In particular, the first grade teachers have reported that their students are continuing to have difficulty with phonics, decoding made-up words and spelling.

First grade teachers reported that students who participated in the Reading First program have successfully learned strategies for decoding words (i.e.: phonemic skills, including segmenting and blending, etc). While this is viewed as a positive result of the program, some students who have learned to blend letters and decode words, still need help in transferring these skills to other literacy activities, including phonics, word-building, and fluency.

Second Grade

Based on the ECLAS-2 assessments, (both Fall and Spring administration), most students have shown improvement in the area of reading and recognition of sight words, and have shown an overall growth of one to two levels. The grade two teachers have reported that the second grade students are weakest in decoding and vocabulary, and strongest in sight word recognition.

Second grade teachers reported that students who were enrolled in the Reading First program, have successfully learned strategies for decoding words, including word segmentation, word blending, and fluency. Comprehension and vocabulary are areas that still need improvement.

Grades 3 – 8

PS/IS 73's major goal is to re-establish our continued improvement of student outcomes this school year. To that end, we intend to continue to revise goal setting for staff and students, with intensive monitoring of our progress toward meeting them periodically at two set times throughout the year in February and May. Challenging goals will be created for both the staff and the students, together with the implementation of interim benchmarks, for improving the reading, math, science and social studies levels of all students.

In analyzing the results of the New York State English Language Arts assessments In 2009-2010, the results revealed that of the students tested, only 18.6% met the standard in all the tested grades, and our median growth percentile (which is a new measure this year) was 60.5, down from 55% attaining proficiency in reading in 2008-2009. Additionally, the State results in Mathematics indicated that 31% of the students tested, met the standards in all tested grades, and our median growth percentile (which was a new measure this year) was 71.0, down from 72% our students scoring at proficiency in

math as compared to the year before. However, the greatest barrier to continued literacy improvement for our students, is limited teacher skill in teaching the 5 major reading/comprehension strategies of vocabulary, fluency, phonics, phonemic awareness, and comprehension monitoring strategies, as well as limited student vocabulary, comprehension, and writing skills. In analyzing the results of the New York State Mathematics assessments from the same year, of all students tested in Grades 3 – 8, 66% scored at level 3 or 4. This percentage indicated an eleven point increase in performance as compared to the year before, in which only 55.4% of all tested students performed at or above level 3. Despite the fact that 72.3 of the students who were tested, made a year's progress as compared to their performance in math the previous year, in which 39% of the students made a year's progress, it is our belief that a lack of differentiated instruction and effective hands-on teaching strategies, a lack of experienced middle school mathematics teachers, and the lack of a significant number of students with a strong mathematical background, continue to hinder our progress toward ensuring that 100% of our students make progress each year.

Some of PS/IS 73's greatest accomplishment over the last couple of years are as follows:

- Currently PS/IS 73K has an Intranet. It serves as a portal and the hub of communication for our entire school community, whereby teachers and administrators communicate about all school activities. It has made our daily operations about 90% paperless and It is maintained and updated by our Technology Specialist and the Administrators. Teachers use it to access our daily schedule (which contains schedule/prep changes, daily meetings, formal observation dates and times, staff absences and lateness, school events) and important instructional information like links to important sites/links like Acuity and ARIS, our staff handbooks and documents like grade level curriculum maps, documents, rubrics, standards, successful lesson plans that teachers have previously implemented, memos and other important information that the administrators have distributed. Teachers, students and parents inside the building have access to events and meetings that have and will take place, thus eliminating much of our need to use paper to communicate with the staff. There is even an avenue for online collaboration, so that teachers and staff can share information and ideas about school events. For the upcoming year, one of our major school-wide goals will be to use our intranet to upload all student testing data. In doing so, all school staff will be able to access student data at the touch of a button, without having to sort through tons of paperwork for analysis.
- As mentioned earlier, the tone of our building was much improved this year and the rate of student incidents and suspensions were tremendously down. This was due in large part, to the effort that our staff put into improving our relationships with students (which was one of our major school initiatives) of our 37 ½ Minutes Advisory Program.
- Staff standards and student expectations continue to rise toward an attitude of increased expectations for student learning for all students
- We have a collaborative administrative team who works well together and with all staff members to improve teaching and learning practices at our school
- We have a strong visual arts program.
- There has been a steady increase in School-wide collaborative planning on each grade level and among classroom and cluster teachers. As a result, we are confident that more than 90% of our teachers participate in the inquiry process.
- We continue to make progress in the area of using data to monitor student progress and inform instructional practices. This is due in large part to our grade level inquiry work and the participation of more than 90% of our teachers in inquiry work
- The principal continues to provide high-quality hands-on leadership in driving the vision of continually raising student achievement.
- The school continues to develop and revise our three-year planning cycle for monitoring progress and setting student goals.

- The core curriculum is well structured and resourced to provide effective support for student learning, as our curriculum maps are revised and updated on a monthly basis by almost all grades in 3-8.
- Even though we recognize that we need to improve the quality of the monitoring of our PD activities, the school's professional development program creates very good opportunities for teachers to enhance their knowledge and skills.
- We continue to have an improved focus on addressing pedagogical needs via continued Professional Development Activities
- New teachers to the building and to the profession continue to be well supported through an excellent induction/mentoring program, which is differentiated to meet their individual identified needs and provided by our in-house staff developer and administrator.
- We have a collaborative staff that works well in establishing a caring and a safe environment for students.

Some of the most significant barriers to PS/IS 73's continuous improvement are:

- We continue to have a high student turnover rate of more than 13% of our students, due to a transient population (these transfer students usually exhibit moderate to severe behavioral problems and low academic achievement, because of the frustration they face in transferring from school to school and or the frustration of living in an unstable home; leaving them with little to no consistency in their home/school environments).
- We continue to experience a high turnover of PTA members
- PS 73K a very old/outdated physical structure that is in need of many repairs and is ill equipped to handle 10 grades and the technological advances of the 21st century
- We have limited bathroom space for staff members and students
- We have an extremely outdated electrical and time clock, and bell system
- Though we have substantially updated our school library, we still have many outdated library resources and we do not have the funding to staff a full time librarian.
- We have an extremely high rate of students lateness (especially in the middle school)
- We lack an adequate number of safety agents (we only have one) for a school that serves ten grades (Pre-K through grade 8) and has 16 entry/exit points
- We continue to have minimal parental involvement/support from parents (outside of our PTA and SLT members).
- Due to budget constraints, we continue to have a lack of arts programs during the day that compliment our visual arts program that we are able to offer our students
- We continue to have limited teacher use of effective differentiated instruction strategies, particularly for our low functioning middle school, ELL and Special Needs students
- We continue to have a high turnover rate of middle school teachers, as well as a lack of qualified middle school teachers who have a strong content knowledge and effective teaching strategies.
- We have been unable to effectively create a monitoring system that enables our administration to effectively monitor the progress and effectiveness of all of our data systems to our continuous improvement efforts
- We have been unable to effectively create a monitoring system that enables our administration to effectively monitor the progress and effectiveness of all of our professional development activities, which has ultimately thwarted our continuous improvements efforts and has limited our capability to improve pedagogy and best practices school-wide.
- Rigorous Classroom Practices that are aligned with our beliefs about how students learn best are not consistently implemented throughout the school
- Differentiated instruction is still not effectively implemented in all classroom

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.

Goal 1 – Academics (English Language Arts, Mathematics, Science and Social Studies)

By June 2011, a minimum of 55% of our Special Education and ELL students will make one year's progress in ELA, as measured by the NYS ELA exam.

English Language Arts

PS/IS 73 will continue the work it began of refining the writing of IEPs, the addressing and monitoring of student goals, and the quality of instruction provided to our students with disabilities. We plan to also continue to improve the quality of instruction via a new in classroom approach to professional development, in front of each teacher's peers, as the primary approach to pedagogical improvement, goal setting and the monitoring of progress of our ELLS as well, via a new approach to monitoring data through our new school-wide database that will be maintained and monitored by our Data Specialist. This work will be the focus of our school-wide inquiry work. However, in addition to our plans for our general education students, we intend to provide full implementation of a daily balanced literacy prototype (based on the city-wide literacy core curriculum) and daily conferencing with all students with disabilities as well as those students who were pre-identified as needing additional support during the independent portion of the teacher's reading block. The administration of interim and weekly skills assessments and goal setting to monitor student progress, literacy pacing calendars, classroom libraries, Renzulli and Imagine Learning software to support our SWD's and ELLs and appropriate professional development for all staff, will continue in order to support staff and service providers in better meeting the needs of this population. This approach continues to offer substantial promise of improving the results for our Special Education and ELL students, who continue to be our lowest achieving students; and thus, enable our school to attain its expected AMO, without the support of our safe harbor allowance. The city-wide core curriculum, the exploration of the new "Common Core Standards" via a grant provided by our CFN, and school-based literacy prototype will allow each student to experience and develop the literacy skills necessary to raise their literacy achievement level. Intensive weekly professional development, which will be provided during our two-period Special Education Team Meeting, will continue to support new/struggling teachers with the implementation of our balanced literacy prototype, data interpretation and the differentiation of instruction. In addition, during the course of the year, much of our Professional development activities will focus on a hands-on approach to improving teacher pedagogy, by which we will utilize the services of our Special Education team Lead, who will lead the way by having the team go into his/her classroom to observe instruction and using that intervisitation as the groundwork for having the majority of our learning opportunities take place within the fold of classrooms, instead of in a workshop setting outside of the classrooms. Teachers will also refine their use of rubrics and student

exemplars to show the students their next steps for improvement, via a tool that is standard and agreed upon by the teachers on the grade, for all students.

Students in Kindergarten through grade 3 will continue to have a 120-minute literacy block, which includes the following balanced literacy activities:

- oral language activities
- phonemic awareness activities
- phonics activities
- guided reading activities
- guided comprehension activities
- shared reading activities
- independent and small group literacy activities
- 30 minutes devoted to daily writing instruction/activities
- Weekly individual student conferences
- Interim student goal setting

Students in grades 4 – 8 will continue to have a 90-120 minute literacy block, which includes time for phonics/grammar activities daily. The block generally consists of: a read aloud, shared reading, independent reading, guided reading, modeled writing or shared writing and independent writing. Students will also continue to participate in Literature Circle activities and group projects, where they will focus on improving their areas of weakness via reading books and/or receiving practice on certain concept or skills.

Goal 2 – Academics (English Language Arts, Mathematics, Science and Social Studies)

By June 2011, a minimum of 50% of our Special Education and ELL students will make one year's progress in mathematics, as measured by the NYS Mathematics exam.

Mathematics

As mentioned above, PS/IS 73 will continue the work it began of refining the writing of IEPs, the addressing and monitoring of student goals, and the quality of instruction provided to our students with disabilities. We plan to also continue to improve the quality of instruction, goal setting and the monitoring of progress of our ELLs as well. Much of this work will be the focus of our school-wide inquiry work. In addition, PS/IS 73 will continue with the full implementation of a balanced mathematics prototype, via implementation of the NYC core curriculum mathematics programs, including the utilization of interim assessments and goal setting to monitor and track student progress, mathematics pacing calendars, Renzulli and Imagine Learning Software to support our students with IEPs and ELLs, common planning, grade level articulation meetings to discuss assessment results and/or to plan for additional instructional activities, and the provision of differentiated professional development for all staff via our administrators, and the ATLAS Learning Communities and any other Professional Development organizations that we intend to partner with, to continue the work that we began with improving the quality of the teaching of math in the middle school, via integrating the arts into instruction, where it naturally fits, incorporating hands-on activities into instruction, where possible, teaching mathematics via a real world approach, common planning, and curriculum mapping. A continued implementation of 75 minutes of Math instruction per day in the elementary grades and 90 minutes in the middle school grades (eight periods of mathematics instruction per week); and the implementation of our school-based mathematics prototype, which incorporates the Everyday Mathematics/Impact Math Programs via an experiential/real-world/workshop model

approach we hope will also strengthen the quality of the quality of teaching and learning for all students, particularly our students with disabilities and our ELLS.

The math prototype will continue to encourage teachers to use strategies such as the “Mad-Minute” skill drill activity. However, the Problem of the Day test preparation activities, modeling, strategic problem solving, guided practice, and independent student practice, with teacher conferencing for students in need will continue to be mandatory components of daily math instruction. All mathematics classrooms contain manipulatives, which are used to help the students make concrete connections to concepts, graphing calculators (in middle school) and other exploratory mathematics tools, and mathematics word walls, which are intended to support the students with learning mathematical vocabulary and/or math concepts.

Students in grades K – 5 will use the Everyday Mathematics program. Everyday Mathematics, developed by the University of Chicago School Mathematics Project, is a standards based hands-on mathematics program.

Students in grades 6 – 8 will be using Impact Mathematics supplemented by the MacDougal Littell Mathematics program, which we deem to be more teacher/student friendly.

Goal 3– By June 2011, there will be a significant improvement in our school’s tracking and monitoring of data, which we intend to use to improve student results.

Via the collaboration of our administration, our technology teacher and the services our ATLAS Learning Communities consultant, we intend to create and continuously update and manage a school-wide internal database that will enable our teaching, support, and administrative staff to access the most current school-wide data at any given time, even from home.

Some of the systems we intend to put in place to enable us to achieve this goal are as follows:

- The appointment of a Core Inquiry Team Coordinator, who will serve as the point person in coordinating meetings and reminding members of upcoming deadlines, exams, etc.
- Monthly updating periods by our technology teacher, who also serves as our Data Specialist
- Monthly collaboration between the data specialist, our ATLAS consultant and the administration to analyze the findings of the most recently updated data.
- On-going mandatory uploading of student testing data (Acuity/Reading Inventories/DIBELS/ECLAS-2, etc), by the classroom teacher within a week’s timeframe of administering an assessment.
- Monthly Inquiry team meetings, consisting of our Data Specialist, school administrators, our ATLAS consultant, and invited teachers to discuss data findings and to devise plans for continued improvement.

Goal 4 – By June 2011, 85% of our teachers will show improvement in their ability to engage all students in rigorous learning experiences via the inquiry process, differentiated instruction and utilizing effective teaching strategies to engage and meet the needs of all students in their classes, as evidenced by their lesson plans and supervisory observation reports.

PS/IS 73 will continue to implement a diverse and differentiated professional development program that will be designed to improve teacher practices and pedagogy.

High quality professional development will be provided for teachers, staff members and parents as part of an overall on going plan for school improvement. Professional Development will be

spearheaded by the Administrative Team, building Coach, and Support Staff where needed. These professional development sessions will be designed to improve teacher pedagogy and increase student engagement and learning via:

- Targeted differentiated professional development activities
- Monthly Staff Conferences agendas
- Interim teacher and student goal setting
- Weekly grade level professional development activities which include common planning, inquiry discussions, assessment analysis, and articulation with cluster teachers
- Periodic Lunch – n – Learn PD activities for teachers
- Study Group Activities during and after school
- 1-day Staff Professional Development (in September)
- Continued Core inquiry team meetings designed to address our targeted population's needs and to create the agenda for grade level inquiry meetings on each grade level
- Weekly/monthly Grade Conferences, as needed
- Use of Kaplan K12 Educational/Consultant Services and materials
- New Teacher Mentoring provided by the school administrators
- Weekly school Core and Seedling Inquiry team meetings
- Use of Imagine Learning, a computerized program, specializing in meeting the needs of our ELL students
- Use of Renzulli Learning a computerized program, specializing in differentiating instruction for all students.

It is our belief that through a pervasive focus on using the inquiry process as a vehicle for teacher reflection and use of data to drive instruction that our teachers will become proficient in using the most relevant student data to determine their instructional priorities, as well as use the most appropriate practices, aligned with how we believe students learn best, to yield positive students results.

Goal 5 – By June 2011, we will have a significant improvement in the quality of our Professional Development Program, via the on-going and consistent monitoring of PD activities by the administration on at least a monthly basis.

PS/IS 73 will continue to improve the quality of our PD program by putting into place measuring tools that will help us to more effectively monitor the results of our professional development activities.

Though we will no longer have the services of a full time staff developer (due to budget cuts), we will continue to use the skills of our grade leaders and Inquiry Team Leads to support our on-going efforts of teacher improvement. These individuals will work collaboratively with the administration to streamline and coordinate differentiated professional development activities, so that they address targeted members of our teaching staff as effectively as possible via the following activities:

- Use of Professional Development Checklists during Learning Walks to monitor implementation of PD topics taught during workshops/demonstration Lessons
- Use of an on-going In classroom PD model, in which teachers on the grade critique each other's performance and implementation of PD topics, as the major vehicle for instructional change
- On-going year long Staff Professional Development to introduce the staff to the following:
 - Five major school-wide initiatives for the year, including

- our new PD model for the year which involves in classroom Professional development on each grade as the primary vehicle for instructional change and school-wide reform
 - the Common Core State Standards
 - our plan to improve parent/school relations
 - our plan to ensure instructional coherence
 - our new school-wide database to support our Inquiry work
- On-going Professional Development Support provided by the organization of Rutherford and Goldmansour
- Weekly grade level professional development activities which include common planning, inquiry discussions, assessment analysis, and articulation with cluster teachers
- A monthly cycle of team planning meetings to address the following topics:
 - Monthly grade level Inquiry meetings
 - Monthly grade level planning meetings
 - Monthly grade level PD workshops/activities, including demonstration lessons provided by the administrator or a classroom teacher, teacher participation in learning walks, etc.
 - The use of special forms like checklists, designed to monitor/track data to analyze the effectiveness of PD activities
 - Targeted Teaching/Professional Development in the following areas:
 - Use of vocabulary in all content areas
 - Improving questioning of skills
 - Using hands-on methodologies to support student learning
 - Writing quality IEP's.
 - As a part of Professional Development plan, during the month of September 2010, members of our administration and grade leaders will help determine a problem of practice on each grade level and across the entire school, that we will drive our monthly professional development activities for the remainder of the school year. As mentioned earlier, the majority of professional development activities will take place in classrooms, mirroring the instructional rounds in education model.

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 1-</u> By June 2011, a minimum of 55% of our Special Education and ELL students will make one year’s progress in ELA, as measured by the NYS ELA exam.</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>	<ol style="list-style-type: none"> 1. Targeted Population: Special Education and ELL Students in grades 3-8. 2. Responsible staff members: <ol style="list-style-type: none"> a. Administrators b. Classroom teachers c. Support staff and service providers 3. Implementation timelines: September 2010-June 2011 4. Actions/Strategies/Activities: <ul style="list-style-type: none"> • We will implement and reinforce a balanced literacy program which includes reading, writing, speaking and listening • Weekly conferencing with individual students to address their strengths, weaknesses, and next steps for learning • Maintenance of updated “Who’s Who” lists for all classroom students, identifying all students with special status i.e. Special Education student, SETSS services, ELL, Former ELL, Modified Promotional Criteria, etc., so that they can easily identify the additional services needed by each student in their class. • Design an After School Program specifically for ELLs. • Professional Development activities on what instructional coherence is and how to align our practices with how we believe students learn best. • On-going Professional Development Support provided by the organization of Rutherford and Goldmansour • Teachers will continue to improve the quality of differentiated instruction, via an ongoing school-wide prioritization of professional development on the effective use of this strategy to meet individual student needs • Portfolio and Assessment Binder development to track individual progress • Teachers will provide developmentally appropriate literacy instruction via one on one and guided reading instruction • Use of support staff such as Paraprofessionals (where applicable) to support student learning • Teachers will continue to create interim goals for themselves and their students that are designed

	<p>to improve their pedagogy and increase student learning/progress</p> <ul style="list-style-type: none"> • Teachers/administration will work collaboratively to align activities with the literacy program placing emphasis on development of comprehension skills and ability to extend meaning • Leveled classroom libraries will provide trade books that will encourage independent reading for students of all reading abilities • Implementation of classroom and interim Acuity Assessment results will be continuously analyzed to determine the needs of students, • On-going uploading of student assessment data into our school-based data base • Weekly Special Education Team meetings with teachers and support staff to discuss planning, writing IEPs, Functional Behavioral Assessments(FBAs), and Behavioral Intervention Plans (BIPs) • Monthly PPT team meetings to discuss and devise Action Plans/Functional Behavioral Assessments, and Behavioral Intervention Plans for At-risk students • Intensive weekly professional development will be provide to teachers in the implementation of our balanced literacy program/effective teaching strategies • Monthly grade level common planning, assessment analysis, and inquiry team meeting activities for all classroom teachers <p>correlate and align format for written responses to independent reading across the grades</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Funding of cluster, classroom teachers, educational assistants, Funding of IEP Teacher/IEP Paras • Funding of ESL Teacher • Use of Harcourt Trophies Reading Series for grades 4-6 • Use of Kaplan (English Language Arts) and other test preparation materials • Use of past State exams to help prepare for upcoming State exams • Use of SWP Title 1 funds to pay for both Assistant Principals who will provide professional development to the teachers • Use of Tax Levy funds to pay for teachers, support Staff and After School Programs • Use of Title I funds to pay for administrator who will provide on going professional development • Use of Title I and II funds to pay for classroom and cluster teachers • Use of Fair student funding to pay for classroom teachers • Use of Tax Levy funds to pay for teachers and support Staff • Use of IDEA funds to pay for Paraprofessionals and Support Personnel • Use of SWP funds to pay for After School Programs
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Results of teacher made assessments and in-house assessments • Minimum of 55% student increase performance as measured by the NYC Acuity interim English Language Arts Exams in November, January and March and May. • Minimum of 55% student increase in performance as measured by our in-house interim English Language Arts Exams in November, January and March and May. • Minimum of 55% student increase in students at Levels 3 and 4 as measured by the NYS ELA exam • Teacher conference notes • Student portfolios demonstrating improvement in students skills/performance.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 2</u> - By June 2011, a minimum of 50% of our Special Education and ELL students will make one year’s progress in mathematics, as measured by the NYS Mathematics exam.</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>	<ol style="list-style-type: none"> 1. Targeted Population: Students in grades 3-8, including ELLs and Students with Special Needs 2. Responsible staff members: <ol style="list-style-type: none"> a. Administrators b. Classroom teachers c. Support staff and service providers 3. Implementation timelines: September 2010-June 2011 <ul style="list-style-type: none"> • Professional Development activities on what instructional coherence is and how to align our practices with how we believe students learn best. • On-going Professional Development Support provided by the organization of Rutherford and Goldmansour • Weekly conferencing with individual students to address their strengths, weaknesses, and next steps for learning • Maintenance of updated “Who’s Who” lists for all classroom students, identifying all students with special status i.e. Special Education student, SETSS services, ELL, Former ELL, Modified Promotional Criteria, etc., so that they can easily identify the additional services needed by each student in their class. • On-going uploading of student assessment data into our school-based data base • Design an After School Program specifically for ELLs (if funds permit) • Differentiated Instruction to meet the individual needs of each student • Portfolio and Assessment Binder development to track individual progress • Use of support staff such as Paraprofessionals (where applicable) to support student learning • Monthly common planning/curriculum mapping activities • Interim goal setting to address and monitor individual student progress • Implementation of a 75-minute math block in grades K – 5 • Implementation of a 90-minute math block in grades 6 – 8 • Test preparation activities • Use of past State exams to help prepare for upcoming State exams • Implement open-ended questions that are scored on a rubric • Integrate technology throughout the math program • Use of math software to develop theoretical reasoning skills in problem solving

	<ul style="list-style-type: none"> • Math pacing calendars on each grade level • Implementation of “hands-on” learning activities • Continuous use of manipulative kits to support hand-on/concrete learning • Use of overhead projector for visual instruction • Implementation of challenging math center activities • Everyday Mathematics (grades K-5), Math Steps (grades K-5), Impact Mathematics (grades 6 – 8), Hot Words, Hot Topics, MacDougal Littell (grades 6 – 8 math programs and texts) • Use of Math kits • Weekly Special Education Team meetings with teachers and support staff to discuss planning, writing IEPs, Functional Behavioral Assessments(FBAs), and Behavioral Intervention Plans (BIPs) • Monthly PPT team meetings to discuss and devise Action Plans/Functional Behavioral Assessments, and Behavioral Intervention Plans for At-risk students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Funding of cluster, classroom teachers, educational assistants • Funding of IEP Teacher/IEP Paras • Funding of ESL Teacher • Use of Fair student funds to pay for classroom teachers • Use of Title I and II funds to pay for classroom and cluster teachers • Use of C4E funds to pay for teachers • Use of SWP Title 1 funds to pay for both administrators who will provide on-going professional development • Use of Tax Levy funds to pay for teachers and support Staff • Use of SWP funds to pay for After School Programs • Use of IDEA funds to pay for Paraprofessionals and Support Personnel
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evidence of student growth on teacher made assessments • Evidence of student understanding of instruction during formal teacher observations • Evidence of growth over time in student portfolios • Results of in-house benchmark assessments given in September, December and March • Results of city Acuity Interim Assessment data November, January and March and May. • Results of teacher made assessments and in-house assessments • Results of teacher made assessments and in-house assessments • Minimum of 50% student increase in performance as measured by the NYC Acuity interim Math Exams in November, January and March and May. • Minimum of 50% student increase in performance as measured by our in-house Math Exams (using past State mathematics exams) in November, January and March and May. • Minimum of 50% student increase in students performance as measured by the NYS mathematics exam. • Evidence of student growth on teacher conference notes • Student portfolios demonstrating improvement in performance.

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 3 - By June 2011, there will be a significant improvement in our school’s tracking and monitoring of data, which we intend to use to improve student results.</u></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>	<ol style="list-style-type: none"> 1. Targeted Population: Teaching Staff 2. Responsible staff members: <ol style="list-style-type: none"> a. Administrators b. Grade Leaders/ Classroom teachers c. Support staff/ Consultant service providers 3. Implementation timelines: September 2010-June 2011 <ul style="list-style-type: none"> • Ongoing uploading of data to school-based intranet database by Data Specialist and Classroom teachers • Monthly Monitoring of school-based intranet site on a monthly basis by administrators, Data Specialist, Core Inquiry Team members, and ATLAS Consultant • Monthly Monitoring of database by Principal and grade level supervisors • Weekly Special Education Team meetings with teachers and support staff to discuss planning, writing IEPs, Functional Behavioral Assessments(FBAs), and Behavioral Intervention Plans (BIPs) • Monthly PPT team meetings to discuss and devise Action Plans/Functional Behavioral Assessments, and Behavioral Intervention Plans for At-risk students • Professional Development provided in September on how to upload data into database.
<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"> • Funding of cluster, classroom teachers, • Use of Fair student funds to pay for classroom teachers • Use of Title 1 funds to pay for classroom and cluster teachers • Use of C4E funds to pay for classroom teachers • Use of Inquiry funds to pay for Data Specialist
<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"> • Monthly review of school-wide assessment results • Monthly review of classroom and grade level assessment results • Quality Review Feedback • Learning walk findings • Formal and Informal observation reports

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Goal 4 – By June 2011, 85% of our teachers will show improvement in their ability to engage all students in rigorous learning experiences via the inquiry process, differentiated instruction and utilizing effective teaching strategies to engage and meet the needs of all students in their classes, as evidenced by their lesson plans and supervisory observation reports.</i></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>	<ol style="list-style-type: none"> 1. Targeted Population: Teaching Staff 2. Responsible staff members: <ol style="list-style-type: none"> a. Administrators b. Grade Leaders/ Classroom teachers c. Support staff/ Consultant service providers 3. Implementation Timelines: September 2010-June 2011 <ul style="list-style-type: none"> • Monthly curriculum mapping activities • Monthly Common planning activities • Continued further refinement of the use of rubrics and student exemplars to ensure that students know their next steps for improvement • Monthly targeted differentiated professional development activities for teaching staff • Monthly Staff Conferences • Interim teacher and student goal setting • Weekly grade level professional development activities which include common planning, inquiry discussions, assessment analysis, and articulation with cluster teachers • Lunch – n – Learn PD activities for teachers • Study Group Activities during and after school • 1-day Staff Professional Development (in September) • Continued Core inquiry team meetings designed to address our targeted population’s needs • New Teacher Mentoring provided by the building coach and school administrators • Monthly school Grade level Seedling Inquiry team meetings • Professional Development activities on what instructional coherence is and how to align our practices with how we believe students learn best. • On-going Professional Development Support provided by the organization of Rutherford and Goldmansour
<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</p>	<ul style="list-style-type: none"> • Use of Title 1 funds to pay for both administrators who will provide weekly professional development to teachers • Use of C4E funds to pay for classroom teachers • Use of Fair Student funds to pay for administrators and classroom teachers • Use of Tax Levy funds to pay for teachers • Use of IDEA funds to pay for Paraprofessionals and Support Personnel

<p><i>described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of Teacher Lesson Plans • Review Student Work Samples/Portfolios • Review of Classroom Formal and Informal Observation Reports • Coach Logs • Quality Review Feedback • Review of State Assessment Results • Teacher/student/parent feedback

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 5 – By June 2011, we will have a significant improvement in the quality of our Professional Development Program, via on-going Instructional Rounds Activities in the context of classrooms on monthly basis.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none">1. Targeted Population: Teaching Staff2. Responsible staff members:<ul style="list-style-type: none">▪ Administrators▪ Grade Leader Classroom teachers▪ Support staff and service providers3. Implementation timelines: September 2010-June 2011 <ul style="list-style-type: none">• Use of Professional Development Checklists during Learning Walks to monitor implementation of PD topics taught during workshops/demonstration Lessons• Use of an on-going weekly/monthly In classroom PD model, in which teachers on the grade critique each other's performance and implementation of PD topics, as the major vehicle for instructional change• 1-day Staff Professional Development (on September 7th) to introduce the staff to the following:<ul style="list-style-type: none">▪ Five major school-wide initiatives for the year, including<ul style="list-style-type: none">• Introduction to our new PD model for the year which involves in classroom Professional development on each grade as the primary vehicle for instructional change and school-wide reform.• Introduction to the Common Core State Standards• Introduction to our plan to improve parent/school relations• Introduction to our plan to ensure instructional coherence• Introduction to our new school-wide database to support our Inquiry work and New Data Initiative• Weekly grade level professional development activities which include common planning, inquiry discussions, assessment analysis, and articulation with cluster teachers• Monthly targeted differentiated professional development for teachers• Monthly professional development activities provided by administrators, Lead Teachers and consultants from ATLAS Learning Communities• Interim teacher and student goal setting• Continued Core inquiry team meetings designed to address our targeted population's needs• Weekly/monthly Grade Conferences, as needed• Professional Development activities on what instructional coherence is and how to align our teaching with how we believe students learn best.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Use of Title 1 funds to pay for both administrators who will provide weekly professional development to teachers • Use of C4E funds to pay for classroom teachers • Use of Fair Student funds to pay for administrators and classroom teachers • Use of Tax Levy funds to pay for teachers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Analysis of PD checklists • Formal and Informal Observation Reports • Learning Walk findings • Teacher feedback • Supervisory feedback • Result of State Exams for General education, Special Education Students, and ELLs • Use of Title 1 5% funding to pay for ATLAS Consultant.

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	0	0	N/A	N/A	2	0	0	0
1	45	45	N/A	N/A			0	0
2	45	45	N/A	N/A			0	0
3	30	30	N/A	N/A			0	0
4	30	30	30	30	7	7	0	0
5	20	20	0	20	3	3	0	0
6	20	20	0	0	5	5	0	0
7	20	20	0	0	2	2	0	0
8	30	30	30	30	5	5	0	0
9								
10								
11								
12								

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>In After school tutorial, the students receive a combination of tutorial and test preparation instruction. Tutored instruction is based on individual class and grade level data provided to the after school teacher, who in most instances teaches on the grade level being taught during After School. Regarding test preparation students are taught test preparation strategies via explicit instruction and practice test experiences.</p>
<p>Mathematics:</p>	<p>In After school tutorial, the students receive a combination of tutorial and test preparation instruction. Tutored instruction is based on individual class and grade level data provided to the After School teacher, who in most instances teaches on the grade level being taught during After School. Regarding test preparation students are taught test preparation strategies via explicit instruction and practice test experiences.</p>
<p>Science:</p>	<p>Students in grades 4 and 8 receive test preparation support during our 37!2 Minute advisory period and/or during our After School Tutorial program during the fall (for grade 4 students) and during the Spring for (grade 8 students).</p>
<p>Social Studies:</p>	<p>Students in grades 5 and 8 receive test preparation support during our 37!2 Minute advisory period and/or during our After School Tutorial program during the Spring.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>For students who are emotionally or socially at risk or in conflict our guidance counselors and social worker provide at risk counseling to the students with the intention of supporting them with working through their issues, identifying deeper issues for follow through/evaluation, and with getting the students back in a positive learning situation.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>For students who are emotionally or socially at risk or in conflict our guidance counselors and social worker provide at risk counseling to the students with the intention of supporting them with working through their issues, identifying deeper issues for follow through/evaluation, and with getting the students back in a positive learning situation.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>For students who are emotionally or socially at risk or in conflict our guidance counselors and social worker provide at risk counseling to the students with the intention of supporting them with working through their issues, identifying deeper issues for follow through/evaluation, and with getting the students back in a positive learning situation.</p>
<p>At-risk Health-related Services:</p>	<p>N/A</p>

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.

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) *Title III is Not Applicable to PS/IS 73K* Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: *Title III is Not Applicable to PS/IS 73K* BEDS Code: 332300010073

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
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.

At the time of registration, we will assess the need for parents receive translation services. If a Spanish-speaking/Haitian-Creole parent requires translation services, it will be provided by our Pupil Accounting Secretary/ Paraprofessionals who speak Spanish, or our school’s Guidance Counselor/Psychologist, who speak Haitian Creole.

To increase and ensure that we encourage parental involvement, each month our ESL teacher, our Parent Coordinator, and our Principal, will collaborate to arrange and co-facilitate ESL parent meetings. Communication regarding these meetings will be sent to homes in English and Spanish, via our automated school messenger, which also sends messages in text form. If necessary, our Pupil Accounting Secretary and Parent Coordinator will collaborate to write a translated version of all letters in Spanish. If necessary, our school’s Guidance Counselor/Psychologist will collaborate with our Parent Coordinator to send letters to our Haitian parents in Haitian-Creole. At these meetings we intend to address their concerns and or questions and provide them with valuable information, such as their children’s progress, or performance data, necessary for them to support their children. Some of these meetings will be designed to provide them with training, which we hope will include English Language Learner support. To ensure that we are effectively communicating with them, we will have a Spanish speaking and Haitian Creole speaking translator available for all meetings. If materials are distributed, they will be translated into Spanish/Haitian Creole whenever possible, as well.

Based on the feedback given to us by our parents, we will evaluate their needs and determine how we can most effectively meet them. We will also continue to rely on the feedback of our Spanish speaking parent on the SLT to ensure that we are always addressing the needs of our ELLs during school planning activities.

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.

Thus far, the major findings of our school’s written translation and oral interpretation needs (which were based on face to face meetings with parents), show that we need to continue to send written and verbal communication out to most of our Spanish-speaking homes in Spanish. Though many of our Spanish-speaking parents also speak English, many have stated that they understand written correspondences better, when written in Spanish. These findings were communicated to our school community at staff conferences, parent meetings, and during SLT meetings.

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.

The written translation services that the school will provide are translation of the following:

- a. Memos
- b. Letters
- c. Important DOE announcements
- d. Parent/teacher concerns

The written interpretation services will ensure that all parents are provided with appropriate and timely information in a language that they can understand. These services will be provided by in-house by school staff and parent volunteers.

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.

The oral interpretation services the school will ensure that all parents are provided with appropriate and timely information in a language that they can understand. These services will be provided by in-house school Pupil Accounting Secretary, our Spanish speaking Assistant Principal, and/or one of our many Spanish speaking Paraprofessionals/School Aides.

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation interpretation services by providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services. The school will also post in a conspicuous place or at the main entrance a sign in each of the required languages, indicating the room where a copy of such written notification can be obtained. Our school's safety plan will also contain procedures for ensuring that parents in need of language assistance services are provided with written 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 School-wide 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:	\$121,907	\$323,729	\$445,636
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,351	\$1,219	\$3,570
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,351	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$44,563.60	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 100% _____
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**.

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.

Statement of Parent Involvement Policy

PS/IS 73

(Striving for Greatness)

PS/IS 73 The Thomas Boyland School is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that as required by section 1118(a) (2) of the elementary and Secondary Education Act (ESEA).

I. General Expectations

PS/IS 73 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will support CSD 23 District Title I Parent Involvement Policy
- The school will encourage parent participation in district-wide events and activities

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - A. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 1. that parents play an integral role in assisting their child's learning;
 2. that parents are encouraged to be actively involved in their child's education at school;
 3. that parents are full partners in their child's education and are included, as appropriate, in the decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 4. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS/IS 73 will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by October 31 of each year in order to adopt this policy.
2. PS/IS 73 will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school, which is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parent individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
 1. The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 2. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.

- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- PS/IS 73 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following school programs: (Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join the Parent Teacher Association (PTA), Title I Parent Advisory Council (PAC), School Leadership Team (SLT), Learning Leaders Volunteer Program, workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - A. The State's academic content standards
 - B. The State's student academic achievement standards
 - C. The State's and local academic assessments including alternative assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators (workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

** through the efforts of the Parent Coordinator, the PAC Chairperson and PTA President with Regional support, as outreach will be made to parents of students in temporary housing (STH) so that these family will be involved in all parent/school activities.

School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Public School/Intermediate School 73

School-Parent Compact

Pt. 1

PS/IS 73, and the parents of students participating in activities, services and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (**ESEA**) agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year September 2010- June 2011

School's Responsibilities:

Pt.2

PS/IS 73. Will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Increasing positive interactions between teachers and parents via ongoing outreach and activities.
- Implementing Better classroom management practices, to ensure that all students are able to participate in all learning activities.
- Providing After School and tutorial in ELA, Math, Science and Social Studies to the greatest extent that our budget will permit.
- Providing Instruction in test preparation
- Providing small group activities and project-based learning activities
- Addressing ELA skills through a "Skill of the Week" focus, and integration into all curriculum areas, to the greatest extent possible
- Tailoring instruction to meet the needs of the students.
- Sending home monthly progress reports to parents.
- Holding Parent-Teacher conferences a minimum of two times a year, so that parents can meet with their children's teacher to learn about their progress toward meeting their promotional requirements.
- Offering incentives such as mid and end of year certificates and/or celebrations, for those parents who respond to or attend school events, surveys, questionnaires, a maximum of 50% of the time. The responsibility for tallying/tracking this data will be that of designated members of the SLT.
- Displaying a bulletin board dedicated to our "Honorary Members" of our parent body who have shown outstanding commitment to their children, via the participation in school activities.
- One morning every month (during the 37 ½ minute extended day period), parents will be invited in to the school to speak with their child'(ren's) teacher(s) about their progress
- Parents of any students who are enrolled/registered after the first week of school will have the opportunity to meet their child (ren's) teacher on the same day, during his/her prep. If the teacher's

prep has passed at the time of enrollment, the parent will be given an appointment to meet with the teacher within a week's timeframe.

Parent teacher conferences will be held:

- **November, 2010-** Elementary/Middle School Parent/Teacher conference afternoon and evening.
- **March, 2010-** Elementary/Middle School Parent/Teacher conference afternoon and evening.

PS/IS 73 will provide parents with reasonable access to staff. Staff will be available for consultation with parents as follows:

- Daily access to Parent Coordinator Monday-Fridays, 8 am- 4 pm
- Daily access to Principal via appointment
- Ongoing communication with parents through home visits and phone calls provided by Family Assistants.
- Daily access to teachers/school staff via appointment

PS/IS 73 will provide parents with opportunities to volunteer and participate in their child's school and to observe classroom activities (if necessary to support the child/his teacher) as follows:

- After the completion of the Learning Leaders (LL) training, parents will be able to volunteer in classrooms.
- LL parents can volunteer in the lunchroom.
- LL parents can volunteer in classrooms other than their child's class.
- LL parents can escort children to the restroom.
- LL parents will provide office support.
- LL parents can volunteer to monitor the students' bathrooms, while in use

Parents Responsibilities:

We, as parents, will support our children's learning in the following ways:

- Monitor attendance.
- Making sure that homework is completed.
- Monitor content and amount of television our children watch, as well as their use of video games.
- Volunteer to assist my child's teacher where needed.
- Participate as appropriate, in decisions relating to our children's education.
- Promote positive use of our child's extra curricular time.
- Stay informed about our children's education through ongoing communication with the school and/or by promptly reading all notices from the school and responding, as appropriate.

Student Responsibilities

We, the students, will share the responsibility to improve our academic achievement and achieve the state's high standards. We will:

- Do our homework everyday, and ask for help when needed.
- Read at least 30 minutes everyday outside of school time.
- Give to my parents or caregiver all notices and information received by me from my school.

Additional School Responsibilities:

Build and develop a partnership with parents to help their children achieve the states high academic standards. PS/IS 73 will:

- Recommend to the Local Educational Agency (LEA) the names of parents of children receiving Title 1, Part A programs who are interested in serving on the state committee of Practitioners and School Support Teams.
- Notify parents of schools participating in Reading First, as well as any Title 1 Literacy program operating in the school.
- Work with the LEA in addressing problems, if any, with implementing parental involvement activities located in Section 118 of Title 1 Part A.
- Work with LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a federal statute or regulation of Title 1, Part A programs is provided to parents of students.

This compact was prepared by:

_____ Joelle McKen _____ Timeeka Richardson

Principal/Designated Person

Title 1 Chairperson

_____ Timeeka Richardson _____

Title 1 Secretary

Other

Dated _____ September 23, 2009 _____

School, Parent and Student Agreement

Parents and students must read and sign where indicated below. Please return **page 4 only** to your child's teacher of the following school day. Keep remaining 3 pages for your records.

I have read and understood the agreement between myself the school and students.

- I am in agreement with this compact
- I am not in agreement with this compact

PS/IS 73

Date

- I am in agreement with this compact
- I am not in agreement with this compact

Parent's Signature

Date

- I am in agreement with this compact
- I am not in agreement with this compact

Student Signature

Date

Part C: TITLE I SCHOOL-WIDE PROGRAM SCHOOLS

Section I: School-wide 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.

(See Section IV of CEP for information)

2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
(See Section V of CEP for information)
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

(See Section V of CEP for information)

3. Instruction by highly qualified staff – wherever possible all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance.
(See Demographic Information Section of CEP)
4. 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 School-wide Program to meet the State's student academic standards.
(See Section V of CEP for information)

The school's professional development committee (consisting of the administrative team, math and literacy coaches and reading first coach will target the assessed pedagogical needs of the staff with differentiated high quality professional development.

(See Section V of CEP for information)

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results and the removal of the school from "needs improvement" status. In addition, K-3 Reading First Teachers will participate in the NYS Reading Academy/Voyager U, including bimonthly group meetings.

(See Section V of CEP for information)

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

Principals in collaboration with the ISC Personnel Manager and Liaisons 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 ISC Personnel Manager and Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

6. Strategies to increase parental involvement through means such as family literacy services.

Some of the strategies that we use to increase parental involvement here at PS/IS 73 are:

- a. encouraging parents to complete the Learning Leaders (LL) training so that they can volunteer in the classroom
- b. communicating with and keeping parents updated about students' learning abilities and ways that they can work with their students
- c. inviting parents to school-wide events (e.g. monthly assemblies, award ceremonies, etc.)
- d. hosting activities that parent and students can do together at the school (movie night, school-wide concerts, etc.)
- e. inviting parents to assist in all school fundraising activities

7. 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.

In order to achieve smooth transitions, administrators and teachers work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the "moving-on" experience. These experiences are provided for staff, children, and parents from Community Based Organizations, Public School Pre-Kindergarteners and Special Education Pre-School students.

8. 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.

During Grade Level Conferences and Professional Development activities, teachers are given opportunities to discuss the use of academic assessments (in-house assessments, practice NYS assessments, diagnostic tests in ELA and Math) to assist them in gain academic information, on and to improve, the achievement of individual students and their overall instructional program. Teachers correct these assessments, in a timely manner, and use the information obtained to drive their instruction and create engaging and meaningful differentiated activities that are designed to meet the individual needs of their students. These assessments are on-going and are created in all the core academic areas (ELA, Math, Science and Social Studies).

9. 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.

All classroom teachers and support staff are required to use data from their assessments to identify those students who are experiencing difficulty in mastering the proficient or advanced levels of the academic achievement standards and to offer these students effective, timely additional assistance through differentiated instruction activities designed to meet the students' individual need. Many

teachers provide students with additional academic assistance during their Professional Periods through small-group instruction and during their 37.5 extended tutorial program. Teachers are encouraged to review their assessments continually throughout the year to work on student's individual needs in all the core subject areas. Classroom teachers are encouraged to meet on a regular basis with the support services staff to ensure that all students needs are being addressed within the confines of the students' classroom and in the additional support services that they are required to receive.

10. 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.
(See pages 11 and 12 of Section IV of the CEP)

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 School-wide 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 School-wide 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 School-wide 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 School-wide 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the School-wide Program (✓)			Amount Contributed to School-wide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left col the school has met the i each program whose fun Indicate page number re program activity has be	
		Yes	No	N/A		Check (✓)	Page
Title I, Part A (Basic)	Federal	✓				✓	22-2
Title I, Part A (ARRA)	Federal	✓				✓	22-2
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓				✓	22-2

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.

Tax Levy	Local	√				√	22-2
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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.

Not Applicable to PS/IS 73K

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;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, 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 schools.

NCLB/SED Status: In Good Standing **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
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: Not Applicable to PS/IS73K

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

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

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/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Approximately 12 students

2. Please describe the services you are planning to provide to the STH population.

In After school tutorial, the students will receive a combination of tutorial and test preparation instruction. Tutored instruction will be based on individual class and grade level data provided to the After School teacher, who in most instances teachers on the grade level being taught during After School. Regarding test preparation students will be taught test preparation strategies via explicit instruction and practice test experiences.

For students who are emotionally or socially at risk or in conflict our guidance counselors and social worker provide at risk counseling to the students with the intention of supporting them with working through their issues, identifying deeper issues for follow through/evaluation, and with getting the students back in a positive learning situation.

Part B: FOR NON-TITLE I SCHOOLS

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. 073 Thomas S. Boyland					
District:	23	DBN:	23K073	School		332300010073

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	42	32	31		90.4	92.2	91.6
Kindergarten	49	50	45				
Grade 1	64	56	60	Student Stability - % of Enrollment:			
Grade 2	72	68	60	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	68	57	57		86.0	86.9	83.3
Grade 4	54	47	52				
Grade 5	58	34	53	Poverty Rate - % of Enrollment:			
Grade 6	49	50	28	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	46	47	52		85.5	95.6	95.6
Grade 8	69	49	56				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		22	48	39
Grade 12	0	0	0				
Ungraded	2	14	14	Recent Immigrants - Total Number:			
Total	573	504	508	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	54	53	Principal Suspensions	4	15	17
# in Collaborative Team Teaching (CTT) Classes	10	10	12	Superintendent Suspensions	17	23	9
Number all others	29	32	30				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	49	49	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	13	8
# receiving ESL services only	20	22	TBD				
# ELLs with IEPs	0	6	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	7	5	10

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
	6	3	11	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.4	61.2	68.0
				% more than 5 years teaching anywhere	55.1	59.2	68.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	80.0	86.0
American Indian or Alaska Native	0.9	0.6	0.0	% core classes taught by "highly qualified" teachers	94.0	100.0	94.3
Black or African American	87.4	86.3	82.1				
Hispanic or Latino	10.1	11.1	16.5				
Asian or Native Hawaiian/Other Pacific	0.9	1.0	1.2				
White	0.5	0.6	0.2				
Male	51.5	52.6	54.5				
Female	48.5	47.4	45.5				

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,					
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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:	X	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
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	X	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	34.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.3	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	3.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	22.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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 Anthony Conelli	District 23	School Number 073	School Name Thomas S. Boyland
Principal Joelle McKen		Assistant Principal Nicholle Montecalvo	
Coach N/A		Coach N/A	
Teacher/Subject Area Ms Smith		Guidance Counselor Ms Sandra Villarson	
Teacher/Subject Area Ms Burns		Parent Ms Timeeka Richardson	
Teacher/Subject Area Ms Luke		Parent Coordinator Ms Claudia Cochran	
Related Service Provider Malcolm Wadley		Other type here	
Network Leader Alice Brown		Other type here	

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	529	Total Number of ELLs	23	ELLs as Share of Total Student Population (%)	4.35%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#1. PS/IS 73K adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents receive the Home Language Surveys (HLIS) and are instructed in their native language (which is usually either Spanish or Haitian-Creole) by our designated bilingual staff, particularly the Pupil Accounting Secretary, who is Spanish speaking, to assist parents with completing the surveys. Upon the completion of the HLIS form, the licensed ESL Teacher (with the assistance of the Pupil Accounting Secretary, who is responsible for registering students) will determine if there is a basis for administering the LAB-R or Spanish Lab (if the student is a native speaker of Spanish) assessment to them. If there is not a licensed pedagogue available who speaks the native language of the parent, then translation services are sought via the DOE service providers. This screening process must take place within a 10-day period for students who are first time entrants to the NYC Department of Education (DoE.) Copies of the HLIS are also placed in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes. An informal oral interview in English and in the native language of the parent (whenever possible) is also conducted to both the students and their parents. Parents are advised that their child will also have to take a formal initial assessment called the Language Assessment Battery in Reading (LAB/R) to determine if they will be eligible for ELL services. Our ELL Teacher and Ms. Mann, the Pupil Accounting Secretary are responsible for collaborating with each other to conduct the student's initial screening, administering the HLIS, the LAB-R, and any other formal initial assessments that might be necessary. Our LAP team members meet formally and informally at least monthly and work collaboratively with the Principal to review our ELL student data and annually evaluate students' progress in NYSESLAT.

#2. In order to ensure that parents understand all three program choices (Transitional Bilingual, Dual language, Freestanding ESL) at admissions, all forms and surveys are made available to our parents in translated versions. Our Parent Coordinator, Ms. Cochran also works with our ESL Teacher and Pupil Accounting Secretary to contact parents of prospective ELL students by phone or sends mail correspondences to the parents on an ongoing basis, inviting them to attend our Parent Orientation sessions to view the Chancellor's NYC Department Of Education mandated ELL Parent Video and discuss their program options. This process is conducted within the first 10 days of registration for students who are first time entrants into the NYC DoE. During the orientation session, parents receive a comprehensive packet of ELL information, and get an opportunity to meet with LAP team members that will assist them in making the appropriate program selection for their child. Parent choice is respected and parent choice guidelines are adhered to. Students are identified as ELLs after review of the HLIS, and the child's LAB and LAB-R results. Parents may also request to observe and visit the participating classrooms to make their final program decision.

#3. Our Pupil Accounting Secretary and our ESL teacher work collaboratively to ensure that parents receive and return their entitlement letters, Parent Surveys and Program Selection forms. Outreach to the parents include in school parent orientation sessions, phone calls, and translation services. If parents do not return forms then they are advised that the default program for ELLs is the Transitional Bilingual Education Program, as per CR-Part 154 regulations. Copies of the HLIS are also kept in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes.

#4. The following criteria and procedures are adhered to in order to place identified ELL students in bilingual or ESL instructional program:

- During admissions, the Pupil Accounting Secretary, Ms. Mann, our Parent Coordinator, Ms Cochran, and our trained school LAP members including our ESL teachers provide parents of newly enrolled ELLs with information on the different ELL programs that are available.
- We use translated material (brochures, DVDs) provided by the Office of ELLs and if necessary we use services offered by the Translation and Interpretation Unit to better serve our parents.
- Parents complete a Home Language Survey and the student is interviewed if necessary in the native language to make an initial determination of the child's home language.
 - The parent receives and completes the survey indicating what language their child speaks at home.
 - Parents are then invited to attend Parent Orientation in their native language or in English during our regularly scheduled Parent Orientation meeting in September, and are given opportunities to ask questions so that they can make an informed placement selection and to assist them with completing their Program choice form, so that they can return it at the end of the orientation session. Additionally, on-going orientation in Spanish and Haitian-Creole are provided, (if necessary) throughout the school year, to inform parents about curriculum and specific program information. We have staff available that speak both languages who are designated to answer any specific questions parents may have about the programs we offer. This is an on-going process that transpires throughout the year, as new potential ELLs are admitted into the school.

- Parents who are unable to attend the scheduled meetings may call the school to make an appointment to discuss program matters and their child's academic progress. Generally, the first period of the day has been set aside to assist parents with much needed translations of documents and/or to conduct parent/student conferences.
- ELLs are administered the Language Assessment Battery-Revised (LAB-R). If student scores below proficiency (i.e. on a beginning, intermediate or advanced level) the student is then considered an ELL and is placed in the appropriate program, within ten days of enrollment.
- Parent choice, coupled with program availability and LAB-R results determine program placement for ELLs. Parents are notified immediately by mail regarding their child's eligibility.

As stated above, here at PS/IS 73K, we work hand in hand with parents to inform them the program choices that are available to them, if their child is identified as being eligible to receive ELL services. We also take the time to inform them about the available resources and ESL program model here at our school. However, in the end, it is the parents who make the final decision to find a school offering Bilingual/Dual Language programs or opt for a Freestanding ESL instructional program. In the event that that is their request, we will assist them with finding a school nearby that offers either a dual language or transitional bilingual education program, in the event that we do not have sufficient students on two contiguous grades to form a dual language or TBE class. Via our ESL push in program, all of our students also participate in art, physical education, science, and social studies courses, just like their general education counterparts. Parents' choice and program offerings are discussed during our School Leadership meetings, LAP meetings, PTA meetings, and other related conferences. The Program model offered at our school is aligned with parent requests.

#5. After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program choices has been consistently the option of participating in our ESL program. However, based on a review of the most recent parent choice forms, this year we may have to offer a Transitional Bilingual Education program to our students, as the parent choice request numbers were as follows: Bilingual Education (06), Transitional Bilingual Education (09), ESL Education (06), and no choice requested (02). We give Parents the opportunity to choose the programs of their choice: Transitional Bilingual Education Program (TBE), Dual Language Program, and Freestanding ESL Program. Currently, we only offer a free-standing ESL push-in program, however, during our Parent Orientation session, parents are informed that they have the right to request that a Bilingual class, or Transitional Bilingual program are formed, if there are 15 or more parents on two contiguous grades, who desire that program. In cases where there aren't enough students to form a bilingual or TBE class, the parent can opt for their child to attend another school in our district, or opt to stay in the ESL program at our school. Additionally, parents are informed of a school where such program choice may exist.

#6. The program models offered at our school are aligned with parent requests. However, as stated above, in the near future, if we have at least 15 parents (currently we have 09) who opt for the Transitional Bilingual Education Program, then we will change our program offering to a TBE program here at our school, instead of an ESL Program, which we currently offer. Testing accommodations are provided to proficient ELLs for two years after they have tested out of the ESL program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

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
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Self-Contained														0
Push-In	2	1	1	1	1	1	1	1	1					9
Total	1	1	1	1	1	1	1	1	1	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	6
SIFE	2	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13	1	4	9	1	2	1	0	0	23
Total	13	1	4	9	1	2	1	0	0	23

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	4	4	5	2	2	2	0	1					20
Chinese	0	0	0	0	0	0	0	0	0					0
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	0	0	0	1	0	0	0	0	0					1

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
Urdu	0	0	0	0	0	0	0	0	0					0
Arabic	0	0	0	0	0	0	0	0	0					0
Haitian	0	0	1	0	0	0	0	0	1					2
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Other	0	0	0	0	0	0	0	0	0					0
TOTAL	0	4	5	6	2	2	2	0	2	0	0	0	0	23

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.

#1. Here at PS/IS 73K, all ELL students on a grade are clustered by placing them in the same class to the greatest extent possible, where the ESL teacher pushes in to service them. In those cases where students are unable to be clustered in the same class, as is the case with our Students With Disabilities (SWDs), who are also ELLs, when it is not possible to place all ELL on the same grade in the same official class, those students who are in other classes travel with the ESL teacher to the classroom of the other students on the grade, who are already clustered together, so that they can receive instruction together. This program design makes it easier to provide the mandated service hours to all eligible students, via a model that ensures that our students get the maximum support available to them at one time. It was also created to create a sense of fellowship and comradery amongst our ELL students, as well as to enable our administration to support and track the progress of our ELLs to the greatest extent possible. When the students were spread out in different classes across the grade, as they were in the past, it was not easy to track and support the, or to support their teachers. Now the amount of pervasive on-going support that is needed by classroom teachers is much less.

Our ELL students receive push-in ESL instruction via a collaborative approach to teaching and learning 100% of the time, so that our ELLs do not miss classroom instruction, but instead receive the support of the ESL teacher in their homerooms, that are heterogeneously grouped, where the teacher is more familiar with their instructional needs. The allotted amount of push in each class varies according to the program mandates for our students. Students who scored at a beginner or intermediate level on the NYSESLAT receive a minimum of 360 minutes of ESL block instruction, while those who scored at an advanced level only require 180 minutes of ESL block instruction to ensure that they have the greatest opportunity for contiguous learning that is provided by two teachers possible. However, if there a combination of beginner,

intermediate, and advanced students clustered in one class, then they all benefit from receiving 360 minutes of ESL push in support/instruction. Support, for our ELL's also includes interactive approaches to instruction that more deeply engage the students in the four language modalities, in addition to strategies, such as accountable talk, computerized instruction, and the use of manipulatives to support their learning

To further support our ELLs, all of them are invited to participate in our 37 1/2 Minute advisory program and our After School tutorial/test preparation program. Via both of these programs, the students who participate receive additional individualized and small group support, to further help them with their academics and areas of need.

#2. As mentioned above, ELL students on each grade are clustered into the same class, to the greatest extent possible, and when it is not possible to place all ELL on the same grade in the same official class, those students who are in other classes travel with the ESL teacher to the classroom of the other students on the grade, so that they can receive instruction together. The allotted amount of push in each class varies according to the program mandates for our students. Students who scored at a beginner or intermediate level on the NYSESLAT receive a minimum of 360 minutes of instruction, while those who scored at an advanced level only require 180 minutes of instruction. However, if there is a combination of beginner, intermediate, and advanced students clustered in one class, then they all benefit from receiving 360 minutes of ESL push in support/instruction

#3. This year, explicit ESL instruction is delivered via a new ESL push-in program at P.S./I.S. 73K, which is designed to support our ELLs via a partnership with their classroom teacher. We decided to try this model, because we did not believe that we were getting the maximum results possible out of our pull-out model. Now with the partnership of two individuals, students receive instruction via a smaller teacher to student ratio and via the partnership of two adults, one of whom knows the students as learners, better than the ESL teacher does, we hope to gain greater results. Via this new model, The ESL teacher travels to the classrooms of the students that she supports, and in some cases, in order to cluster the students together in sometimes heterogeneous and sometimes homogeneous groups (depending on the subject/activity) to provide the students with a support system for each other, students sometimes travel to other classrooms, along with the ESL teacher for instruction. Via this push-in model, we are able to ensure that the students get their mandated service hours (360 minutes for students who are at the beginning and Intermediate levels, and 180 minutes for students who are at the advanced level), and in some cases, due to the heterogeneous groupings of the students who have varying NYSESLAT levels, there are oftentimes students that receive additional ESL hours, that are provided above and beyond their mandated hours. While in the classroom, the ESL teacher collaborates with the students' classroom teacher via a co-teaching model, to support the students in becoming English proficient within their homeroom setting. English Language acquisition is emphasized in the content areas using a balanced literacy approach with visuals and realia. Language functions and strategies are taught within the content of the lesson. The instructional components are based on the NY State ESL standards. Additionally, content area instruction in science, social studies, and math, are conducted, using ESL methodology, in which all teachers receive training. Specialized materials, such as the computer and electronic devices are also used to support student learning. To assess our students and determine their needs, our teaching staff will continue to use the ECLAS 2 and DIBELS literacy assessments to identify the students' reading levels in grades K-3 and they will use other diagnostic exams, such as running records to assess the needs of the students' in grades 4-8. For math, the teachers will use the diagnostic materials in the Everyday Math or Impact Math programs to identify the students' strengths and weaknesses.

Explicit ESL Instruction

Explicit English a Second Language is provided in our programs. Instruction includes literature-based and content-based instruction alignment explicitly to the NYS learning standards in ESL, ELA, and NLA and all content areas. Instruction complies with mandated CR Part 154 regulations.

P.S./I.S. 73K strives to serve every ELL by having the classroom teacher work together with the ESL teacher who pushes in for small group instruction. The two teachers provide students with additional time for instruction.

Explicit ELA Instruction

ELLs will receive Interim ELA assessments in English only, to support our goal of increasing their ELA achievement. ELA skills tests will be administered monthly across all grade levels. We will also continue ELA test sophistication in preparation for NYSESLAT. We will adhere to test guidelines and allow ELLs additional time for test taking according to the manual. ELLs will also be allowed to use word for word dictionaries during ELA and NYSESLAT examinations.

#4. To support our SIFE, newcomers who have been here 0-3 years, our students who have received services 4-6 years, our long-term students, who have received ESL services for more than 6 years, and our ELL's with special needs, our ESL and classroom teachers use differentiated instruction, which is designed to meet the student where they are academically, to support the student, ELLs in becoming English proficient.

Our plan for SIFE students begins with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58's) with a HLIS OTELE (Other than English) and a complete review of the Spanish LAB, LAB-R and the Home Language Survey (HLIS). We identify students who are at least two years below expected grade level and have some basic literacy skills in their

native language, or who have no skills in their native language. Feedback is also requested from the classroom teacher and parent to help plan for instruction for our students. At present we have no SIFE students. However, if we did have any our plan for these students would be to provide a differentiated program that would develop their core academic language and literacy skills both English and the native language. Students will also practice English skills through the use of Imagine Learning English technology reading program and trade books written in the native language of our students. The Imagine Learning program uses an ESL and Core Knowledge-Content area approach to learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL students including SIFE to strategies that accelerate their academic growth. Imagine Learning features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, SIFE students are closely monitored in our school's intervention academic programs such as extended day morning, after-school, and Saturday Academy. The program uses standard base instruction, NLA support, and interactive approaches such as library, and study groups.

Instructional plan for Newcomers

Our plan for Newcomers receiving services for (less than 3 years) is mainly to cluster all ELL students on the same grade in the same class for optimum academic performance. Students learn to interact, share experiences without peer pressure, and teachers can plan to meet students' individual needs. Via the collaboration of the ESL push in teacher and the classroom teacher our plan is to help students increase language development through technology and small group instruction, and pervasive vocabulary instruction. We try to make the learning environment as pleasant and comfortable as possible by assigning another classmate whenever possible who speaks their native language to assist in the transition process and with translation needs. In doing so, the students who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. Interim ELA test practice and test sophistication activities are also used to prepare students to meet NYS standards. If possible, we would also like to have an afterschool program dedicated specifically to ELLS.

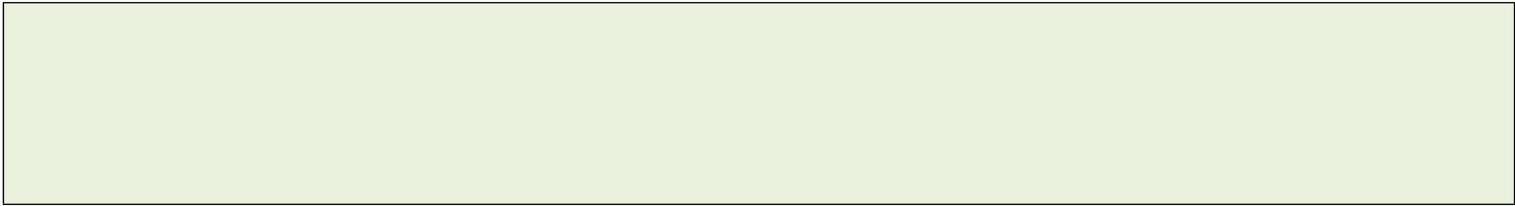
Our plan for (4 to 6 years) ELLs is the same as for our newcomers, with the addition of an intense immersion in reading and writing activities (depending on the area that they need improvement upon, as per their performance on the NTSESLAT.

Our plan for long term ELLs (completed 6 years) is to involve them in Academic Intervention Services (AIS), such as our After school and 37 1/2 Minute Extended day programs, test sophistication sessions, counseling services, and in peer study groups. Daily journal writing and teacher directed writing projects will be included into the classroom instruction. We will offer testing modifications, extended time, small grouping, and class setting conducive to learning.

Our plan for our ELLs (special needs) is to increase high frequency vocabulary, use more lesson adaptations such as audio cassettes, overhead projectors, visuals, big books, and technology such as Imagine Learning English, Read 180 program, Passport Journeys II to enrich language lessons. Continue test sophistication and much needed practice one to one, differentiated instruction.

The ESL teacher makes use of ESL methodology strategies, modeling and scaffolding strategies to aid students in language acquisition via the alignment of and infusion of the NYS ELA standards and English acquisition into their ELA, science S.S., and math instruction. For our LEP students who speak very little English/no English, the ESL teacher uses the computer/internet/ and electronic learning devices, such as LEAP Pads, to engage the student in meaningful learning activities, via their native language. With the use of these programs/resources, our teachers' primary focus is placed on immersing the students in listening, speaking, and vocabulary activities, so that they can acquire the English language faster.

For our LEP students who have a greater command over the English language, the ESL teacher and classroom teacher collaborate to support the students in the areas that they performed weakest in, on the NYSESLAT. Some of the strategies that the ESL teacher uses are pre-reading, during reading, and after reading strategies (i.e. modeled reading, skimming, scanning, rereading for details, summarizing, etc.), to help the students improve their reading comprehension. Semantic webs are used to aid in language acquisition and writing. ESL instruction is designed to support the learning of various proficiency classifications through differentiation for student's needs. In addition, the ESL teacher also helps students prepare for their State exams by addressing test preparation before the exam. Comprehensive questions are posted on chart paper. Students are required to answer Comprehension questions by restating the questions in their answer. The teacher often uses the Language Experience Approach to get her students to speak. Their ideas are written down and reread by the students themselves at their own level. Brainstorming charts are used to access student's prior knowledge. The Four Square Writing methodology is used often and is very helpful to ESL students as it gets them to organize their thoughts into paragraphs. Total Physical Response (TPR) is used to help younger students remember important concepts (i.e. number of days in a week). Each day grade 3-6 students have a Problem of the Day to solve. The teacher puts a word problem on the dry erase board. Students must try to solve the problem and must show their work.



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

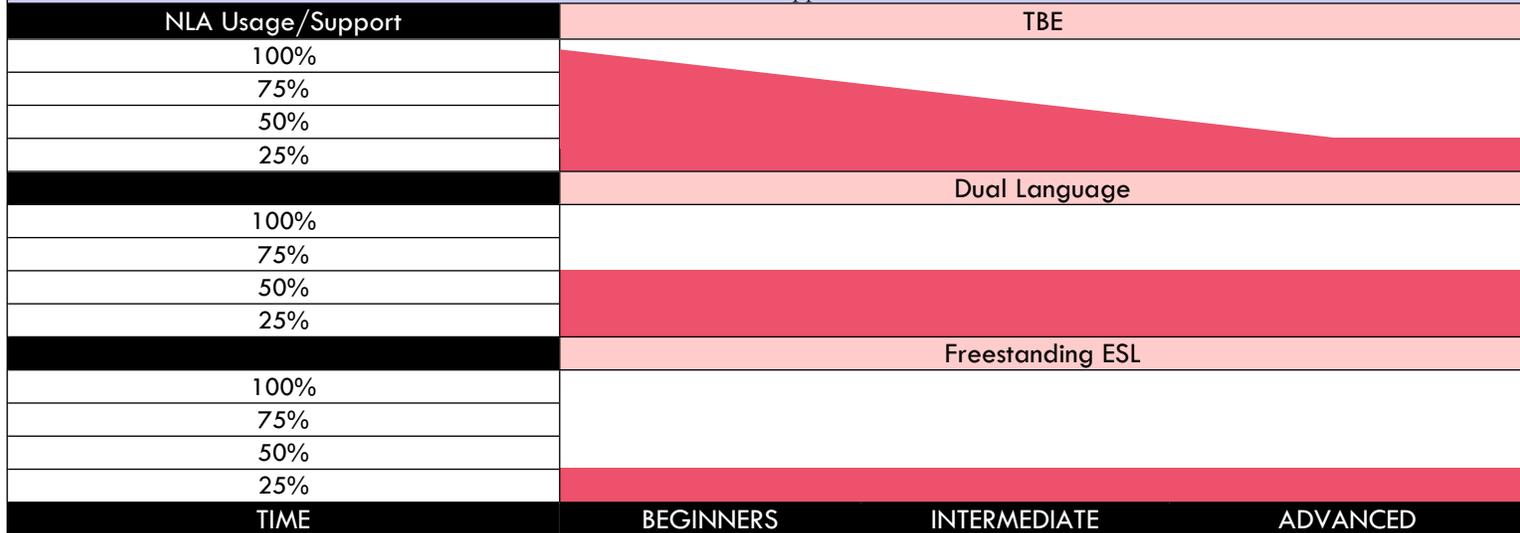
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

#5. Our targeted intervention programs for ELLs in ELA, Math and other content areas as follows: For ESL instruction we use a Pull-Out/Push-In organizational model. The ESL teachers work collaboratively with general education classroom teachers on student scheduling and programs. The students are picked-up daily by the ESL teacher for instruction. Those students who are not already clustered together in the same classroom on each grade are taken to their respective ESL classrooms for instruction. Students are homogeneously grouped in various ways (by proficiency level, interests, needs, etc) for instruction, so that it is specifically targeted to meet the needs of the students in each group. In grades 3-8, the ESL teacher also pushes in for instruction and works collaboratively with classroom teacher. Lessons are supplemented and adapted to meet students' needs as well and some of the intervention strategies used by all teachers are conferencing, guided writing, and guided reading support. Additional support will also be provided to all ELLs during After school and our 37 1/2 minute tutorial period.

#6. For those students who have achieved proficiency on the NYSESLAT, some of the transitional support that the students will receive will be an offer to participate in our After school and 37 1/2 minute tutorial programs. For those students whose parents wish for them to continue to receive ESL services (even though it is not mandatory, we will ensure that students are receiving a minimum of 180 minutes of push-in ESL instructional minutes provided according to proficiency levels in our ESL Pull-Out/Push-In program models. Each month all teachers will receive an updated list of "who's who" in their classes. These lists will contain critical information for all students, such as their ELL, Special Education, Promotional Criteria, etc., For those students who are transitional ESL students, this information will be included on their "who's who" form, to remind their teacher of their "at-risk status" All ELL students will also have access to leveled libraries available both in English and their native language, which will serve as an additional support for their literacy and linguistic improvement. Teachers of ELLs will work with our beginners and intermediate level students to teach them basic vocabulary and communication skills and the fundamentals of written and spoken English, so that they can be ready to develop socially and linguistically. Beginners, intermediate, and advanced level students will all focus on improving their speaking, reading and writing skills based on their varying readiness levels. Students will also be prepared to take the NYSESLAT through a variety of test sophistication materials throughout the course of the year.

#7. For the upcoming school year the new programs or improvements that will be implemented is as follows: In addition to providing students with the mandated ESL 360 minutes per week, our Beginners and Intermediate students receive an additional 37 1/2 minute period of instruction geared specifically to their vocabulary development, Phonemic awareness, and Listening skills Mondays through Thursdays. All students will participate in the Imagine Learning English Technology Program to strengthen their language skills in the four modalities. All ELL students will receive their mandated ESL allotted instructional time based on student's proficiency level. Beginners and Intermediate students will receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. ESL lessons are structured to teach academic vocabulary, grammar, sentence structure/building, story comprehension, and also allow students to engage in meaningful literacy

response, enjoyment and expression. ESL teachers will work collaboratively with classroom teachers to plan lessons and meet students needs. Teachers of ELLs will supplement their lessons using a variety of literacy strategies, technology, and activities.

#8. The program/services for ELL that will be discontinued are none.

#9. In order to make content comprehensible to enrich language development, core content area instruction is provided through a scaffolded English approach during the student's Literacy Block. Some of the strategies that will be used are a balanced approach to teaching literacy via activities such as read alouds, shared reading, guided reading, modeled writing, guided writing, and independent reading and writing; as well as regular conferencing with students about their work/needs, during writing, reading and math. Methodologies used include the Total Physical Response (TPR), WEST ED QTEL reading strategies, read aloud, Language Experience Approach, KWL, and activities in all four language modalities (listening, speaking, reading, and writing).

ELLs: Bilingual/ESL students will participate in our after school program, which provides targeted instruction in the specific areas of need for each student, NYSESLAT preparation, and instruction on their grade level promotional standards in English. Students will receive small group and individualized instruction for the purpose of identifying and addressing their individual needs, and developing and strengthening their literacy, math and language skills. The classroom and ESL teachers will use NYS-ESL standards, instructional strategies and alignment to Core Knowledge curriculum, Balanced Literacy and the application of the district ESL prototype. All instruction will also comply with CR Part 154 Regulations.

#10. The instructional materials support the learning of our ELL population are: We use an eclectic approach which includes dual language libraries, Trophies/Moving Into English, Achieve 3000, Imagine Learning English, Balanced Literacy Program as the reading program, Santillana Intensive English Program, which is used to elicit language development and develop cognitive academic vocabulary, Spanish/English dictionaries, picture dictionaries, thesaurus: Synonyms and antonyms, encyclopedia, word walls charts, Attanasio & Associates NYSESLAT preparation booklets K-8, big books, and audio cassette libraries. All teachers attend in-house professional development opportunities in order to better serve our ELL population. Some activities used by classroom teachers are role playing, KWL charts, guided reading, read alouds, and discussion, graphic organizer, and visuals to enhance their learning opportunities.

#11. Instructional plan for newly enrolled ELL students before the beginning of the school year are: Our plan for SIFE students begin with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58's) with HILS OTELE (Other than English) and complete review of the Spanish LAB, LAB-R and the Home Language Survey (HLIS). We identify students who are at least two years below expected grade level and have some basic literacy skills in the native language. Much feedback is received from the classroom teacher and parent. At present we have no SIFE students. However, if we did have any our plan for these students would be to provide a differentiated program that would develop their core academic language and literacy skills both English and the native language. Students will practice English skills through the use of Imagine Learning English technology reading program. The program uses an ESL and Core Knowledge Content area approach to learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL students including SIFE to strategies that accelerate their academic growth. Imagine Learning features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literacy response and analysis. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, SIFE students are closely monitored in our school's intervention academic programs such as 37 1/2 Minute Extended Day and After-School Tutorial. The program uses standards-based instruction, and study groups, as well as materials in the students' native language, such as the internet and trade books.

#12. All supports and services provided to ELLs here at PS 73 correspond to their ages and grade levels.

#13. P.S./I.S. 73 Instructional plan for newly enrolled ELL students that receives services for (less than 3 years) are mainly to cluster them in the same classes with other ELLs on the grade, so that they receive optimum academic support from each other, the ESL teacher and their classroom teacher. Students learn to interact, share experiences without peer pressure, and teachers can plan to meet students individual needs. The transitional plan will help students increase language development through technology and small group instruction. We try to make the learning environment as pleasant and comfortable as possible by assigning another classmate whenever possible who speaks their native language to assist in the translation process. The students who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. ELA test practice and daily test sophistication are used to prepare students readiness to meet NYS standards. Additionally, this year, we will offer a 37 1/2 Minute Extended Day and After School Program that is exclusively

designed for ELLs who have 0-3 years of schooling in the NYC DoE.

Our plan for (4 to 6 years) ELLs are also to place them in small class size for optimum academic performance. Students and teachers plan together long short-term goals to meet individual needs. Increase and continue language development through technology and individualized instruction. ELA Practice Test and daily test sophistication is used to prepare students to meet NYS standards.

Our plan for long term ELLs (completed 6 years) is to involve them in Academic Intervention Services (AIS), test sophistication sessions, counseling services, peer study groups, Title 11 programs, Afterschool Programs. Daily journal writing and teacher directed writing projects will be included into the classroom instruction. We will offer testing modifications, extended time, small grouping, and class setting conducive to learning.

Our plan for our ELLs with Special Needs is to follow their IEP closely, which supplementing their IEPs with increased instruction in high frequency vocabulary, and use of lesson adaptations, such as audio cassettes, overhead projectors, visuals, big books, and technology such as Imagine Learning, software and electronic equipment, such as LEAP Pads to enrich lessons. Continue test sophistication and much needed practice one to one, differentiated instruction. Teachers of ELL students with IEPs will continue to receive support from their immediate supervisor and the IEP teacher, as well.

#14. There are no language electives offered at PS/IS 73K.

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)?

N/A to PS/IS 73K

D. Professional Development and Support for School Staff

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

#1. This year our ESL teacher will receive one on one professional development support that will be directly provided to her on an on-going basis, via the Principal, our CFN ELL Specialist, and any consultant who is partnered with our school for the year. As a part of her support, the consultant /CFN ELL Specialist will observe the ESL teachers instruction and provide her with immediate feedback/recommendations for improvement. Some of her strategies for support will also include on the spot coaching and modeling, by the Principal or CFN Specialist, if necessary. Whenever possible, we will also send the teacher out to professional development activities provided by our ISC, as well as to P.D. activities that will be provided by our CFN Network, or centrally offered PD activities.

#2. The support that we provide staff to assist ELLs as they transition from elementary school to middle school and/or middle school to H.S is the passing on of the student's portfolio from one grade to the other, so that their receiving teacher can access important information about the student's progress, strengths, and weaknesses, via their work products. We also conduct a beginning of the year grade level meeting, in which we require the teachers to bring their students' cumulative record folders for the purpose of allowing them to review the files of their incoming students and to determine if there are any questions or concerns that they might have with servicing that child. We also have available to the teachers and families, the assistance of the Guidance counselor to assist students with selecting programs that provide continuity of services, and with selecting programs that are better suited to the student, based on our knowledge of him/her, or their responses on their Vocational Assessment. We also invite parents in to provide them with translation services, if needed, in order for them to complete their children's H.S. choice forms and to visit high schools to see if they are a match for their children, or to determine if the commute is reasonable for them.

#3. We will ensure that our new ESL teacher and new general education classroom teachers receive a minimum of 7.5 hours of professional development, via his/her participation in monthly CFN/centrally offered trainings, and via on-going weekly support from the Principal throughout the course of the school year. Trainings offered by the CFN may include topics such as cultural and linguistic diversity, ESL methodologies, and stages of language acquisition, etc.

E. Parental Involvement

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

#1. To continue to increase and ensure the continued involvement of our ell parents, each month our Principal, ESL Teacher, and Parent Coordinator will collaborate and prepare for and co-facilitate our monthly "Coffee with the Principal" parent meetings. At these meetings we will continue to address their concerns and/or questions, as well as provide them with up to date information about their children's performance in all of their academic subject areas. We hope to increase and improve our communication with ELL parents this year by soliciting the support of the eLL parent on our SLT during ELL parent meetings and during SLT meetings to get her valuable feedback on ways that we can continue to refine our efforts to meet the needs of our ELL parents. However, based on the verbal feedback given to me at our last ELL "Coffee with the Principal" parent meeting, all parents who attended felt the school went above and beyond to meet their needs. As a result, they were quite satisfied with having their children attend our school.

#2. Our school will continue to participate in the bi-monthly trainings offered by our CFN partners and the Brooklyn BETAC office.

#3. We will continue to evaluate the needs of our ELL psarents by sending home surveys, interviewing with them during our monthly scheduled parent meetings.

#4. Our parental activities specifically address the needs of our ELL parents, because they are designed with their specific needs/interests in mind, and via the advice of the ELL parent on our SLT, who is very active on the team. Each month, the Principal holds a "Coffee With the Principal" meeting with the parents of all ELLs, where at that meeting, parents are encouraged to share with her, their concerns, questions, and needs. Therefore, via these meetings we have ample opportunity to communicate with the parents of our ELLs to address their concerns and needs. In addition, ELLs parents are given materials to help their child(ren) at home to reinforce what they have learned academically, and some strategies are: extra homework materials, testing information, information regarding the ARIS portal, information regarding websites that they can use at home, additional reading materials (if requested) to reinforce what they have learned in their language.

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	2	4	2	0	1	0	0	1					10
Intermediate(I)	0	2	1	0	0	1	1	0	1					6

Advanced (A)	0	0	0	4	2	0	1	0	0					7
Total	0	4	5	6	2	2	2	0	2	0	0	0	0	23

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	2	1	0	2	0	0	0				
	I	0	0	0	0	0	0	0	0	1				
	A	0	2	2	2	2	0	0	0	1				
	P	0	1	1	3	0	1	2	0	0				
READING/ WRITING	B	0	1	4	1	0	1	0	0	1				
	I	0	3	0	0	0	1	1	0	1				
	A	0	0	1	5	1	0	1	0	0				
	P	0	0	0	0	1	0	0	0	0				

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

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

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

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

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Math	0	0	0	0	
Math <u>0</u>	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and Geography	0	0	0	0	
US History and Government	0	0	0	0	
Foreign Language	0	0	0	0	
Other <u>0</u>	0	0	0	0	
Other <u>0</u>	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

#1 P.S./I.S. 73K uses both the ECLAS 2 and the DIBLES assessments to evaluate the early literacy skills of the ELL students in grades K-3. Thus far, the data shows that our ELLs continue to have difficulty with phonemic awareness, phonics, and decoding. As a result, their oral reading fluency and comprehension skills are also quite weak. For those students who are able to read, most often they are doing nothing more than word calling, or decoding and not reading for meaning.

As a result of these findings, our ESL and classroom teachers have been informed that all ELL students must be immersed in decoding and vocabulary activities, in order to improve their word recognition and auditory and sight vocabulary. To supplement the teachers curriculum materials, some of the materials we have purchased to support their instruction are Imagine Learning which is a computerized software program designed to support ELL in all academic areas and Electronic Games and etc..

#2 Data patterns across the LAB-R and NYSESLAT show that our students tend to perform much better on the listening and speaking portion of the exam, than they do on the reading/writing portion, scoring at least a level below on the reading and writing portion of the exam than they do on the listening/speaking section. Consequently, our teachers (especially those in grades 3-8, have been informed that all ELLs must be heavily immersed in reading and writing activities. These students must also be conferenced with in reading and writing weekly at a minimum. ELLs in grades 3-8 are also enrolled in the 37 1/2 Minute extended day period and our After School program, so that they may receive additional academic support, particularly in the areas of reading and writing.

#3 Based on our analysis of the data and all relevant findings, the following are implications for our school LAP and instruction for grades K-8.

- Our English Language Learners (ELLs) need to receive more rigorous support that is specifically designed to meet their individual language needs. LAP data analysis indicates that ELLs easily mastered listening and speaking skills but they need intense practice in reading and writing.
- ELLs need to be more engaged in interactive reading comprehensive lessons through our grade level Reading Programs.
- teachers of ELLs need to reinforce literacy strategies throughout the content area, infuse more ESL strategies in all classes, and need to consistently refer to the ESL standards as a guide to their instruction in all content areas.
- ELLs must improve in their English grammar skills and academic vocabulary in context via pervasive instruction in grammar and vocabulary, both orally and in written context.
- Teachers of ELLs need to stress more writing reports in Social Studies, Math, and Science, as well as narrative procedures, narrative accounts, and persuasive essays.
- Teachers of ELLs need to continue the use of Scaffolded writing material and model the use of graphic organizers such as Four Square Methods, and KWL reading and writing strategies.
- Teachers of ELLs need to continue the provision of intensive Academic Intervention Services (AIS) to all students who are not meeting State standards: (including Extended Day).
- The ESL and classroom teachers need to collaborate to maintain a Language Experience Portfolios on all grades for each ELL student in order to assess students' strengths and weaknesses in particular areas of language development and to serve as a tool for academic intervention.
- Continuation of instructional strategies based on Balanced Literacy with includes 90 minutes block with writing activities based on the workshop model.
- Teachers of ELLs need continued differentiated Professional Development (PD) to meet their individual pedagogical weaknesses.

Part VI: LAP Assurances

majority of our English speaking ELL students are either approaching proficiency ore are proficient in the areas tested. When our students are tested in English, as compared to their native language, data indicates that the majority of the English-speaking students are

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		