



PUBLIC SCHOOL 173

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 06M173
ADDRESS: 306 FORT WASHINGTON AVENUE, NEW YORK, NY 10033
TELEPHONE: (212) 927-7850
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 173 **SCHOOL NAME:** Public School 173

SCHOOL ADDRESS: 306 Fort Washington Avenue, New York, NY 10033

SCHOOL TELEPHONE: (212) 927-7850 **FAX:** (212) 740-0905

SCHOOL CONTACT PERSON: Dawn J. Boursiquot **EMAIL ADDRESS:** dboursi@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marie Carmel Grube

PRINCIPAL: Dawn J. Boursiquot

UFT CHAPTER LEADER: David Brophy

PARENTS' ASSOCIATION PRESIDENT: Mayobalin Quezada

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 6 **CHILDREN FIRST NETWORK (CFN):** 209

NETWORK LEADER: Marlene Wilks

SUPERINTENDENT: Martha Madera

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
Dawn J. Boursiquot	*Principal or Designee	
David Brophy	*UFT Chapter Chairperson or Designee	
Mayobalin Quezada	*PA/PTA President or Designated Co-President	
Grismelda Rojas	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Claudio Alvarez	Member/Teacher	
Marie Carmel Grube	Member/Teacher	
Paula Toribio	Member/Parent	
Leonida Santos	Member/Parent	
Rufina Dominguez	Member/Parent	
Kevin Goodman	Member/Assistant Principal	
	Member/	

(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.

P.S. 173 is an elementary school serving 686 children in grades Pre-Kindergarten through Fifth. We provide our students with a rigorous curriculum that includes Everyday Mathematics, Columbia University Teachers College Reading and Writing Project Units of Study Harcourt Science and McGraw-Hill Social Studies. In addition, our students receive Art and Music instruction by license teachers. The school has a fully-equipped Art Room, Science Lab, Music Room and Technology Lab. Our teachers are engaged in continuous professional development and work collaboratively to ensure that their students receive quality instruction.

Most of our students are bilingual and speak Spanish and English. Our school-wide instructional focus is English Language Arts, paying special attention to our English Language Learners and Students with Disabilities. P.S. 173 is a "School in Good Standing" according the NYS Education Department. This means that according the NYS Exams in ELA and Mathematics, our students have performed at levels in all sub-groups (English Language Learners, Students with Disabilities, Hispanics) that satisfy the set benchmarks. Our school has made significant improvement in this area over the past six years.

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:	Public School 173			
District:	6	DBN #:	06M173	School BEDS Code:

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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<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									
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2									
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5									
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8									
Grade 9				Recent Immigrants: Total Number					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				Suspensions: (OSYD Reporting) – Total Number					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes				CTE Program Participants			
# in Dual Lang. Programs				Early College HS Participants			
# receiving ESL services only				Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs				(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			
				Number of Administrators and Other Professionals			
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10				
				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			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS

<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<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							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Review of the 2009-2010 NYS assessment data (ELA, Math, and NYSESLAT) indicated that we need to continue our focus on ELA, with an emphasis on English Language Learners and Students With Disabilities. Although we are a "School in Good Standing" with NYS Department of Education and making significant gains in closing the achievement gap between All Students and the aforementioned sub-group, there is still a gap.

We have been using very effective instructional approaches such as Columbia University's Teachers College Reading and Writing Project, Core Curriculum in mathematics and science, Imagine Learning English, We Can Read (Pre-K), Push-In ESL and Tier I academic intervention.

The less we pull students out of the classroom to provide our AIS and mandated services, the better those students do.

Now that the assessment has changed and standard have been raised by NYSED, the work ahead for the 2010-2011 school year is greater. We must assure that our students are receiving rigorous instruction in all core subject areas.

The staff developers at Teachers College are in step with the current rigorous requirements and have adjusted their curriculum accordingly.

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.

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>	<ol style="list-style-type: none"> 1. To continue to develop teachers' understanding of how children best learn to read and write via a balanced literacy approach. 2. To continue our school-wide focus on ELA instruction, student performance and progress in order to close achievement gap in this curricular area. 3. To increase opportunities for parents to become more aware of their child's academic progress and grade expectations. In addition, to increase opportunities for parents to share information with the the school that will help their child. Improving parent involvement
<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. Renewal of contract for Columbia University, Teachers College Reading and Writing Project. Offer Summer Institutes to all teachers; Year-Long Onsite and offsite professional development provided by TCRWP staff developers. Facilitate weekly planning sessions for teachers across all grades. 2. Priority area for improved student performance (based on PR or other metric) Administer Summative and formative assessments in the form of Running Records, Periodic Assessments, Assessment Pro, Conference Notes etc. for the purpose of setting interim student goals and planning for instruction that reaches a wide range of learning needs. Assure that rigorous targeted ELA instruction occurs daily for at least 90 minutes. Students are accurately matched to books and read a lot of books during the course of the school year. Reduce class size in all grades, K-5, to facilitate teachers opportunities for individualized and differentiated learning opportunities. 3. To put in place interval report cards for parents that will allow both teachers and parents to communicate. This document will provide teachers an opportunity to share relevant information with parents. Expanding Curriculum Nights to be more specific to individual classrooms.

<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>	<p>1. & 2. Curriculum \$ Staff Development (\$50,000) Coach- Literacy \$104,684 Assistant Principal designated for ELA \$111,975 Teacher and Coach positions indicate a reduced class size in K-5. Curriculum & instruction - \$5000. for Assessment pro (TCRWP)</p> <p>3. Per Session money teachers to develop interval report cards. Title 1 monies(1%)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	2			
1			N/A	N/A	2			
2			N/A	N/A	1			2
3	60	60	N/A	N/A	3			
4	40	40			4			2
5	50	50			2			
6								
7								
8								
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Before and After School Academic Programs are available for students in grades 3-5. Small group instructions occurs daily via Tier I services provided by the classroom teachers. Wilson is used for some students.
Mathematics:	Before and After School Academic Programs are available for students in grades 3-5. Small group instructions occurs daily via Tier I services provided by the classroom teachers.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	The guidance counselor services approximately 10 at-risk students via group and one-on-one sessions.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	The IEP teacher and Speech and Language therapist provide at-risk services to students using a variety of intervention materials (Wilson Reading, etc)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 173					
District:	6	DBN:	06M173	School		310600010173

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	63	51	64		92.9	94.1	93.1
Kindergarten	103	113	108				
Grade 1	116	113	110	Student Stability - % of Enrollment:			
Grade 2	99	114	109	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	106	106	104		90.9	94.2	92.0
Grade 4	125	95	106				
Grade 5	132	108	79	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.1	88.7	88.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	107	81
Grade 12	0	0	0				
Ungraded	2	7	5	Recent Immigrants - Total Number:			
Total	746	707	685	(As of October 31)	2007-08	2008-09	2009-10
					20	31	22

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	21	21	Principal Suspensions	5	10	0
# in Collaborative Team Teaching (CTT) Classes	31	28	23	Superintendent Suspensions	3	2	0
Number all others	15	17	19				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	48	29	TBD	Number of Teachers	66	63	57
# in Dual Lang. Programs	48	29	TBD	Number of Administrators and Other Professionals	18	17	11
# receiving ESL services only	217	170	TBD				
# ELLs with IEPs	8	29	TBD	Number of Educational Paraprofessionals	4	2	6

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	72.7	74.6	91.2
				% more than 5 years teaching anywhere	62.1	69.8	84.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	84.0	86.0
American Indian or Alaska Native	0.4	0.3	0.3	% core classes taught by "highly qualified" teachers	97.7	95.6	98.3
Black or African American	3.2	3.1	4.7				
Hispanic or Latino	91.7	92.4	89.9				
Asian or Native Hawaiian/Other Pacific	1.6	1.6	1.3				
White	2.9	2.0	3.2				
Male	51.5	51.3	50.8				
Female	48.5	48.7	49.2				

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:	v	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	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					P
Overall Score:	55.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	3.8	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:	5.8	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	41.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	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

APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

PS 173 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 be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in 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.
 - 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 173** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Development of a Parent Advisory Council, which will operate jointly with the School Leadership Team, which will address suggestions and concerns from parents.
 - Solicit opinions/interests of parents at PA meetings
 - Involvement of the parents on the School Leadership Team.

- School-Parent Communication consisting of
 - ❖ Back to School Afternoon
 - ❖ Report Card Conferences
 - ❖ Newsletters and mailings informing parents of upcoming activities and events
 - ❖ School website that will contain information of upcoming activities and events
 - Learning Walks that include parental participation
2. **PS 173** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Shared Decision Making with 2006-2007 Parents Advisory Council and School Leadership Team
 - Determine goals and objectives for the new school year
 - Continued participation in school improvement planning
 - Participation in the writing of the CEP
 3. **PS 173** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Publish a school-wide newsletter at least four times a year that is sent to all the parents, guardians and community.
 - Parent Coordinator will inform parents when parent activities are scheduled.
 - Provide web site that will post calendars of school events, homework, curriculum information, parenting suggestions, links to the state curriculum standards, etc.
 - School-wide attendance accounting procedures will continue. The Family Worker will have access to the Student Information System and all attendance information at P.S. 173. The Family Worker will monitor all students' attendance and will work with school officials to visit families when absenteeism is a problem.
 4. **PS 173** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: State-operated preschool programs, by: Providing Parent Workshops on various topics of interest to parents, including ESL, Book Clubs, Health , Parenting –skills, etc.
 5. **PS 173** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The Principal and the Parent Advisory Council will determine an evaluation instrument, which will identify barriers of participation in parental activities. This will be conducted by polling P.S. 173 parents and determining what will best fulfill their needs to monitor student progress.
 6. **PS 173** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. 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 –
 - i. the State's academic content standards

- ii. the State's student academic achievement standards the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 1. Conduct Parent-Teacher conferences to address students' academic progress and local assessments individually with parents.
 2. Present *PA Information Nights* for all interested parents.
 3. Provide to all parents the school's "*Parent Handbook*" to use as a resource.
 4. Provide the Department of Education's website that contains pertinent parental information such as the school's report card and resources.
 5. Support an active and involved Parent Association.
- iii. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 1. Providing parent courses in technology and ESL
 2. Providing parent development sessions to inform parents regarding curriculum initiatives, assessments, and resources throughout the year, as needed
- iv. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Engaging in regular staff development as designated by the principal, district, and region
- b. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Providing activities that will educate parents regarding the intellectual and developmental needs of their children. These activities will promote cooperation between parents and other agencies or school/community groups to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development
 - Enabling families to participate in the education of their children through a variety of roles. For example, family members may:
 - participate in the School Leadership Team
 - volunteer time within the classroom and school
 - Performing regular review of parent involvement at each school

- c. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - The school will provide meetings in English and Spanish, information related to the school sent to the parents of participating including alternative formats the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the **PS 173** on 06/15/2006 and will be in effect for the period of 9/2006 – 8/2007. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/15/2006.

Part B: School-Parent Compact

PS 173, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating

children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

Required School-Parent Compact Provisions

School Responsibilities

PS 173 will:

1. 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: The NYC uniform curriculum will be implemented in all grades K-5. This includes Balanced Literacy instruction provided during a daily 90-minute block and Balanced Mathematics (Everyday Math) instruction provided during a 60-minute block. Students will be engaged via the workshop model in all subject areas, i.e. science, social studies, literacy, mathematics. The mandated physical education instruction will be provided for all students. Music and Art instruction will also be provided to all students.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November 2006 and March 2007.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Through distribution of report cards three times per school year, as well as progress reports by teachers as needed.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Primary contact will be with Parent Coordinator, who will then schedule meetings with classroom teachers and administrators as needed.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are encouraged to sign up to volunteer and are provided with a specific schedule and responsibilities during their time in the school.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum,

- the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring and ensuring regular attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**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 2	District 06	School Number 173	School Name P.S. 173
Principal Dawn J. Boursiquot		Assistant Principal Madrid Deratus	
Coach Nilda Francisco		Coach Tania Serraty	
Teacher/Subject Area Octavia Hernandez		Guidance Counselor Isabel Stoll	
Teacher/Subject Area Maritza DeLeon		Parent Mayobalin Quezada	
Teacher/Subject Area Herlinda Mudaj		Parent Coordinator Wandalys Torres	
Related Service Provider type here		Other Emma Flores, psychologist	
Network Leader Marlene Wilks		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	3	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	6	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	689	Total Number of ELLs	242	ELLs as Share of Total Student Population (%)	35.12%
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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.

Paste response to questions 1-6 hereLAP 2010-2011 Responses- DRAFT

Part II: ELL Identification Process

1. PS 173 implements all mandates attached to CR Part 154 Apportionment and Services for Pupil with Limited English Proficiency. ELLs who are newly admitted to the New York City public school system are identified at registration through the information provided by the parents on the Home Language Survey. Consequently, students who are eligible for the LAB-R testing are placed in the classroom. Within ten days of their admission, they are assessed through the LAB-R. According to the LAB-R result, students scoring below the English language proficiency level are placed in a free standing ESL program or Bilingual class. Thereafter, students are tested yearly in the NYSESLAT. The annual assessment is used as a determinant of students' progress and proficiency level. The proficiency level in the NYSESLAT indicates students' status of continuation in the program

2. As students are being tested within the ten days of their admission date, parents of ELL students eligible to receive ESL/Bilingual services are notified about their child's entitlement to the program. Meetings are scheduled with parents to inform them and help them understand the goals of the program. A letter is sent home annually about their child's status in the Transitional Bilingual and the Free Standing English as a Second Language Program

3. As per test LAB and NYSESLAT test result, determination is made as whether or not students are entitled to receive services. Follow the assessment result entitlement letters are sent home. In addition, parents are reached through meetings scheduled at various times throughout the day. During each meeting, information related to their children entitlement for Bilingual/ESL services are shared. Although parents are reached through multiple meetings, if any of them does not have the opportunity to attend any meeting, a phone call is made to reach out to those parents in order to ensure that they have received the entitlement letter. The ESL teachers in collaboration with the Parent Coordinator hold multiple parent orientation meetings at various times of the day, before and after school hours in order to facilitate parents of newcomers to the New York city public schools to receive information regarding the CR Part 154, Title III, ESL AND bilingual Programs offered at PS 173.

4. The Limited English Proficiency students are identified at registration through information submitted by parents on the Home Language Identification Survey (HLIS) form. At Registration, the HLIS an oral interview is conducted by ESL teachers (Maritza DeLeon, Herlinda Mudaj and/or Miriam Montalvo.) This oral interview is conducted in English and native language; most often Spanish. Thereafter, the forms are processed. Based on the information given by parents, a determination is made whether to administer the LAB-R and Spanish LAB Consequently, students who are eligible for LAB-R testing are placed in the classroom. Shortly after registration, the LAB-R is administered to students to determine their eligibility for ESL/Bilingual services. The placement of students in any program is made in consultation with parents of eligible students. Native language usage plays an important role as a means of communication with parents and students. The dominant home language of the ELL students at PS 173 is Spanish; therefore home language surveys, parent surveys programs selection, letters of notification, program entitlement and other letters are in students' home language and English. The aforementioned ESL teachers assist as needed at registration and during meetings.

5. According to the CR Part 154 guidelines it is essential that parents are notified about their child's placement in the free-standing English as a Second Language program. Parents or guardians of students who are enrolled for the first time in the New York City Public Schools, must attend an orientation. During the orientation, a video is shown about an overall view of the NYC Public Schools and the Bilingual/ESL program, parents' questions and concerns are addressed as well. They are also given a parent survey and program selection form at the end of the meeting. As per result of the survey for the past 3 years, 80% of PS 173 parents have been requesting 'Free Standing ESL' as their first choice of program selection for their children. The remaining 30% of the parents of ELLs have selected Transitional Bilingual Education as their first choice of program selection for their children.

6. The Parent Survey and Program Selection Forms are utilized to determine the parental choice of specific program. In order to comply with survey results, program models at PS 173 are aligned with parents' requests as indicated on parental program selection.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1									5
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	3	4	4	3	5									19
Total	4	5	5	4	6	0	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	173	Newcomers (ELLs receiving service 0-3 years)	139	Special Education	8
SIFE	2	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	6

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	69	0	0	0	0	0	0	0	0	69
Dual Language	0	0	0	0	0					0
ESL	139	2	2	28	0	6	6	0	2	173
Total	208	2	2	28	0	6	6	0	2	242

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	25	19	16	9	17									86
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
TOTAL	25	19	16	9	17	0	86							

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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	
Other										0	0
TOTAL	0	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	26	23	23	23	36	34								165
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	26	23	23	23	36	34	0	0	0	0	0	0	0	165

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.

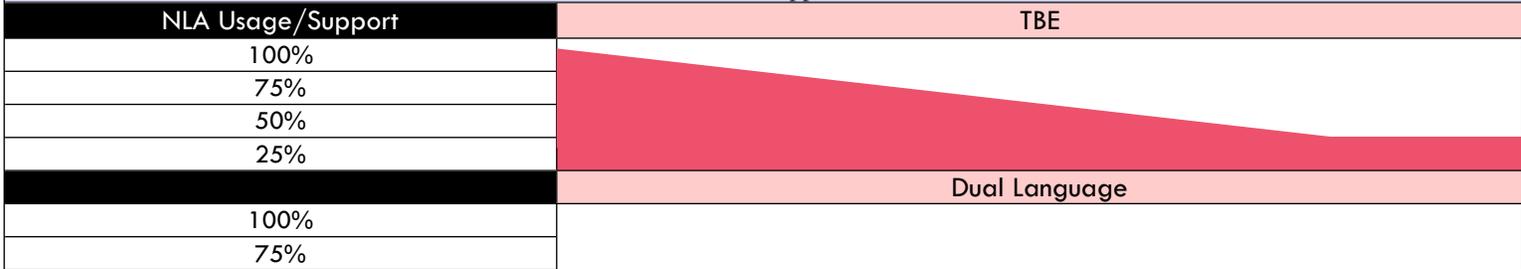
Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Part IV: ELL Programming

A. Programming and Scheduling Information

1.
 - a. The PS 173 Free Standing English as a Second Language program as per regulations by New York State is designed to teach English to students' whose native language is not English. Second language methodologies are highly implemented as the skills of listening, speaking, reading and writing are developed. The English as a Second Language instructional program at our school follows the push-in model: Push-In/In-Class Model. The certified ESL teacher provides ESL instruction in the students' classroom. A collaborative team teaching effort is encouraged among classroom and ESL teachers.
 - b. The TBE and the ESL program students are placed in heterogeneous classrooms. Students of various proficiency levels are placed in the same class; however, most students placed in a transitional bilingual class travel from one class to the next as a group.
2. LAB-R and/or NYSESLAT scores are used to determine student language proficiency levels. Children who have been designated to receive ESL services are given 180 to 360 minutes of ESL instruction per week depending on individual student mandates. In the effort to

meet their linguistic needs in English, the licensed ESL or Bilingual teacher provides specific number of ESL instructional hours of teaching to small group of students as per mandates. Small group instruction allows for individual needs to be addressed.

During ESL teaching sessions, all instruction is given in English and ESL standards of reading, writing, listening and speaking are reinforced in each lesson. Students enrolled in Transitional Bilingual classes receive the 25% daily instructional support in native language arts as per program model reinforced at the school.

It is to be noted that students who are literate and have the academic and cultural prior knowledge in their native language are provided with Spanish materials to support their learning in school. The usage of materials in native language helps youngsters develop greater understand about the American, Hispanic history and culture. All youngsters who are proficient and had an academic experience in their native languages are provided with the opportunity to further enrich their knowledge in the appropriate language. They read and write for pleasure and information in their native language. The extended learning in the native language increases students' cognitive ability.

3. All content area instruction increases the cognitive skills of students so they can achieve language proficiency with a period of three years from the date of admission. Students who have not reached language proficiency within three years continue to receive ESL services under the provision of extension of services as set forth by the commissioner. Appropriate procedures are followed annually to request extension of services for those individual students. Students are also tested in the ELA as they become eligible for testing. All ELLs are tested in the content area of math in English or native language (testing in English or native language is subject to language dominance of students). English language learners in fourth grade and fifth grade take the science or social studies state exam in English or in their native language accordingly. Results of exams are used to plan for students' academic support services. In addition, portfolios and educators observations are among the factors utilized to indicate students' needs for additional support services.

4 a. Plan for SIFE (Students with Interrupted Formal Education)

Students are identified at registration in order to be placed them in an appropriate class with a nurturing and experienced teacher. They are integrated in daily classroom instruction. In addition to mandated hours of ESL instruction, SIFE students receive intensive academic intervention. During the regular school day, classroom teachers provide additional time for individualized or small group instruction. After school and extended hours programs are an integral part of the academic intervention services provided to students with interrupted formal education. The appropriate learning support system of instruction improves students' academic standing. Interim assessments and unit tests in language arts and math are administered throughout the school year to SIFE. Students' progress is monitored while using test data to plan long and short-term goals. They also receive additional intervention through a guidance or SAPIS counselor and are referred to outside agencies as needed. Parents of students receive counseling when necessary. The first language of students and parents are taken into consideration and incorporated as needed during counseling sessions. Supplementary and Academic Intervention Services are used to provide additional services for the students who are performing at:

- Level 1 or 2 in Language Arts
-
- Beginning or intermediate level in the LAB-R and the NYSESLAT
- Level 1 or 2 in math
- SIFE students

b. Plan for Newcomers

Students who are newcomers to PS 173 are welcomed and nurtured by the entire school family. Their native language is identified upon registration, so adults and children from the same language background within the school can provide linguistic support to those students. Such communication facilitates their transition to the school system. As part of the transition, the parent coordinator and the ESL teacher meet with parents of newcomers. During meetings, the parents are equipped with skills that enable them to assist better their youngsters to make a transition to the school. Also, as part of the training, parents receive general information about the school and relevant details pertaining to their child's current class expectations. Throughout the school day, students who are newcomers receive ongoing academic and social support by classroom teachers, the ESL teacher, and buddy peer tutoring. The ESL and the classroom teachers plan collaboratively on long and short-term goals as the students gradually progress from one linguistic stage to the next. Students are integrated in classrooms, small group, push-in instruction, and on going sustained individualized instruction. Peer tutors work in concert with teachers, and assist newcomers in learning the basic survival skills, class routines and class assignment whenever possible. Provisions are made for all newcomers to participate in after-school program offered in the school. They are also encouraged and given reference to participate in community based educational intervention programs designed to meet the academic and transitional needs of newly arrived immigrants. It is imperative that the academic needs of all ELL students are met; therefore, provision is made to foster and enhance their learning so they can meet the academic standards in ELA and math as set by the state.

c./d. Students who have received 4 to 6 years of services or more receive extensive academic support in the area where they show weakness in specific modality. ELL students who have not met the performance standard in listening: The "Imagine Learning", a client server program has been installed in classrooms and computer laboratories. Using the program, students develop literacy skills ranging from phonemic awareness to reading comprehension skills. Listening skills is integrated in the everyday practice of the Imagine Learning server that the students utilize. The children also develop their listening skills in the daily teaching of literacy provided by both ESL and classroom teachers. ELL students who have not met the performance standard in reading: Reading instruction is implemented daily through the Teacher's College Reading and Writing Project approach. Such an approach facilitates teachers to employ strategies that students can apply when reading in school and throughout their lives. It also allows teachers to administer on-going assessment to students. Teachers analyze the result of data to drive instruction. As a result, students develop their reading skills and attain a higher reading level at a faster rate. The application of strategies that best support students' learning of literacy is reinforced continuously in small group and individualized instruction. In addition, the analysis of children's strengths and weaknesses in reading,

provide teachers with the tool to address their reading needs in after school program as well.

ELL students who have not met the performance standard in writing: Writing is intensively implemented daily utilizing the writer's workshop model of Teacher's College Writing Project. Both the ESL and the classroom teachers work in collaboration to provide writing instruction to ELLs. Teachers deliver the instruction of writing during the day and after school by following the writing process model.

e. ELL students with disabilities whose IEP recommends ESL or bilingual instruction As per IEP recommendation the students receive ESL instruction in reading, writing ,listening and speaking while adhering to annual goals and short term goals of individual children. Those students are included in the "Imagine Learning" client server program and the Teacher's College Reading and Writing Project that support the literacy learning needs of all ELLs.

B. Programming and Scheduling Information---Continued

5. All ELL students receive various means of academic intervention support services. However, once all academic intervention support have been explored for a student, if he/she does not show progress, referral to special education is used as an alternative placement. On very rare occasions our ELL students are referred, students are assessed by a bilingual team and are placed accordingly in special education classes. Mandates of the new continuum are implemented at PS 173 as needed for all students including ELL special education students. ELL special education students if entitle are mainstreamed for specific subjects and receive all support services as prescribed in their IEPs. The licensed providers in the areas of ESL, speech therapist, occupational therapist, and bilingual school based support team provide these services. There is also a full time resource room teacher and one part time who serve targeted students. A full time health coordinator ensures that all physically challenged students receive the necessary services. The PS 173 instructional model for the new continuum includes a collaborative team teaching class in kindergarten, first, second and fifth grade. All ELL special education students receive high quality instruction in all subject areas as set by the learning standards. The high academic expectations promote achievement in all of our students including the ones placed in special education.

6. Transition for Students Reaching Proficiency

Students performing at a proficient level are grouped with advanced students as their individual linguistic needs are met. Extensive content area academic needs are provided to further enhance the cognitive/academic language of proficient students. The proficient English language students' progress is highly monitored in all subject areas. The ESL and the classroom teachers meet regularly to discuss students' progress and their performance in all subject areas. In an effort to ensure that all students at a proficient English level perform above the standards, an individual plan is developed. The plan reflects specific strategies and methods to be implemented to assist students' in meeting required skills so they can successfully perform academically. They also receive academic intervention by classroom and ESL teachers.

7. As a means to increase newly arrive ELL in the fourth grade with adequate academic support, they have been placed in a transitional bridge bilingual class with two teachers. A bilingual licensed teacher and an ESL licensed teacher work collaboratively side by side to implement the curriculum. They are using the collaborative team teaching approach to deliver instruction to the ELL third and fourth grade students.

8. No programs/services will be discontinued for the upcoming school year.

9. Our objective is to ensure that all ELL students achieve a successful academic and social learning experience. By accomplishing such a goal, it equips the youngsters with academic content and social skills to function effectively in the classroom and outside of school in any type of social setting. Through this process, students experience quality education delivered through appropriate instructional practices and assessment measures. To provide students with such quality education, they are all included in all programs. ELL students are involved in after-school provided by the school and community based after-school program housed in the school building. PS 173 after-school program

provides students with the needed academic support so they achieve academic gains to succeed in the area of literacy and math. During after-school, hours of instruction qualified teachers deliver instruction to students according to their learning needs in both literacy and math.

10. A wealth of literacy materials in conjunction with audiovisual equipments such as overhead projectors and smart boards are utilized in the daily instruction of students. In addition to technology instruction, ELLs use daily the Imagine Learning client server, a computer program installed in every classroom. The program provides extra support for students in the English language; it increases their linguistic skills.

11. Having the 25% Bilingual Transitional program in place at the school allows the bilingual teacher to reinforce the native language instruction as required per mandates. The use of the native language in the classroom validates students' language and culture while enhancing their self-esteem. Whether students are placed in a Transitional Bilingual classroom or a Free Standing ESL Program the primary objective is to increase English language learners proficiency as they meet or exceed New York State and City standards. Scaffold academic language, visuals and/or relia, physical expression; ESL integration through the arts, technology in all subject areas are among the techniques teachers use. This collaboration also ensures a unified approach to curriculum areas of instruction while incorporating various scaffolding strategies (for e.g. bridging, contextualization, schema building, and modeling).The following is part of the daily practice of the ESL program at PS 173: small group instruction while addressing students' individual needs. The integration of ELL youngsters into mainstream classrooms enable teachers to provide them with the daily employment of comprehensive instructional approach to math and reading using a Balanced Literacy and Everyday Math program. The continuous program implementation of ESL methodologies through the daily teaching of students such as listening, speaking, reading, and writing skills are reinforced in the English language and content areas. In addition, the ESL teacher works

collaboratively with classroom teachers, provides support with specific ESL approaches and appropriate second language acquisition activities to meet students' linguistic needs.

12. Students At Different Proficiency Levels

In order to meet the learning needs of the students of various ages and grades levels specific strategies are being implemented in the modalities of listening, speaking, reading and writing. Considering reading and writing as the weakest modalities component, they are incorporated in all content area lessons to increase students' academic performance. To ensure that ELLs receive the skills to improve their reading and writing proficiency level, they read and write daily as active learners responsible and knowledgeable about their learning. Students are grouped based on their English proficiency levels and are provided with the teaching and learning tools to:

- Demonstrate the basic command of the rules of the English language within the context of a second language acquisition as they are making transition from one level of language proficiency to the next.
- Demonstrate accomplishment in various types of oral presentation (e.g. accountable talk through report, response to literature, narrative account).
- Use teacher conferences and peer review to critique writing presentation.
- Write in complete thoughts and sentences.
- Use appropriate vocabulary.
- Listen and speak in one to one interactions, group discussions and oral presentations as they share their writing pieces with their classmates.

As a result, the students will attain higher proficiency levels in the English language and content areas (for e.g. from beginning to intermediate, from beginning to advanced or intermediate to proficiency level).

13. Students who are newcomers to PS 173 are welcomed and nurtured by the entire school family. Their native language is identified upon registration, so adults and children from the same language background within the school can provide linguistic support to those students. Such communication facilitates their transition to the school system. As part of the transition, the parent coordinator and the ESL teacher meet with parents of newcomers. During meetings, the parents are equipped with skills that enable them to better assist their youngsters to make a transition to the school. Also, as part of the training parents receive general information about the school and relevant details pertaining to their child's current class expectations.

Throughout the school day, students who are newcomers receive ongoing academic and social support by classroom teachers, the ESL teacher, AIS providers and buddy peer tutoring. The ESL and the classroom teachers plan collaboratively on long and short term goals as the students gradually progress from one linguistic stage to the next. Students are integrated in classrooms, small group, push-in/pull-out instruction, and on-going sustained individualized instruction. Buddy/ peer tutors work in concert with teachers, and assist newcomers in learning the basic survival skills, class routines and class assignment whenever possible.

Provisions are made for all newcomers to participate in before, after-school and Saturday programs offered in the school. They are also encouraged and given reference to participate in district or regional educational intervention programs designed to meet the academic and transitional needs new arrival immigrants. It is imperative that the academic needs of all ELL students are met, therefore provision is made to foster and enhance their learning.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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?

Professional Development and Support for School Staff

1. The academic success of our students has been possible through the collaborative support of all staff members. New teachers receive in house mentoring and (are) assigned a buddy teacher where on going sharing of teaching strategies in all content areas promote professional growth. (A) Special team of staff developers along with the teacher specialist provides support to all teachers. The staff works collaboratively in finding and implementing the best teaching practices that meet the students' learning needs and learning styles. Staff members meet regularly for grade conferences to discuss strategies and teaching techniques. This team effort for planning extends to the weekly after school professional development activities. During these sessions, colleagues across the grade exchange meaningful ideas in all subject areas. Staff members and administrators collaborate and share ideas regularly to upgrade the school achievement and ensure that we have a communal focus.

Plan for Academic Language Development

The school's goal is to have ELLs reach the highest academic standards by means of effective teaching. The application of such practices plays an inclusive role in the daily teaching and learning of the ESL program content area that is being taught to ELLs who attend the school. To meet the students' instructional units of ESL, the LAB-R and the NYSESLAT results are used. Students are grouped according to language proficiency levels. Citywide/state math, content areas, LAB-R, NYSESLAT and informal test results drive instruction while considering the individual needs of the students.

The objective is to promote high academic achievement for all ELLs in reading, math, and content areas. Reading instruction is aligned with the New York Standards for English Language Arts including: reading, writing, listening, speaking, proper use of grammar and graphing, predicting, clarifying, questioning, summarizing, finding cause and effect relationship strategies. ESL standards and methodologies (are) applied in all lessons. To improve literacy and mathematics skills, additional resources are provided in before and after school instructional hours. Instruction integrates higher order thinking skills and problem solving. ELLs at PS 173 have been making progress linguistically in the English language as they are meeting or exceeding the standards in the content areas.

2. Teachers of our terminal grade are provided information regarding middle school opportunities for ELLs. Our school district has many

specialized middle school programs that are specifically designed to address the learning needs of ELLs and newcomers. Since our instruction for ELLs provided via a push-in/collaborative team teaching model, these students are better equipped, socially and academically, to transition into middle school.

3. All staff at PS 173 are given the opportunities to receive ELL training through on-site and off-site staff development. Best approaches and teaching practices that should be implemented to meet the learning needs of all ELLs are share with teachers. During training, opportunities are provided for teachers to ask questions about specific concerns

Parental Involvement

1. On going parental involvement is crucial. Therefore, parental involvement has played an integral part of PS 173's ESL program. Prior to the start of the ESL program, parents are invited to attend a parent orientation, which provides an overview of the New York City public education system, the school's expectations and their role as parents in

2.support to the school's effort to provide a quality education to its students as well as their child's academic progress .Throughout the school year parents attend workshops to help them assist their ELL youngsters with scholastic needs. During various meetings, interpreters are used for parents who do not speak English as a primary language. Informational materials are sent home or given to parents in their native language to facilitate their understanding of the school's expectations. Specialized training, skilled teaching and mastery of the English Language of ELL students, and parental involvement is utilized to promote academic achievement, while meeting the city and state standards in reading and math.

3-5 We partner with NY Presbyterian Hospital, Learning Leaders, Washington Heights Inwood Coalition, Alianza Dominicana to provide valuable and workshops and services to our parents.

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)	9	6	13	7	16	8								59
Intermediate(I)	6	9	7	9	9	14								54
Advanced (A)	4	8	5	8	11	13								49
Total	19	23	25	24	36	35	0	0	0	0	0	0	0	162

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	2	1	3	1							
	I		3	4	2	6	1							
	A		4	9	8	10	6							
	P		3	10	10	9	22							
READING/ WRITING	B		3	10	5	9	15							
	I		7	6	9	8	13							
	A		4	2	7	11	12							
	P		1	3	0	0	0							

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

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

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

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

New York State Regents Exam

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

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

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?

proficiency performance: Students who were using our ELL intervention Program, Imagine Learning English and provided with push-in ESL showed significant progress. The trends indicate that more students are testing Proficient in NYSESLAT in grades K-2. The use of TCRWP units of study across all grades has benefitted ELLs in attaining proficiency levels in reading and writing.

3. While we believe that NYSESLAT is not a reliable test to assess ELLs acquisition of English literacy skills, we have to use the results to inform our instruction and guidance to ELLs so they can do well on the test, based on NYSESLAT's explicit design. We find that there is a disparity between how ELLs perform on the NYS ELA versus NYSESLAT.

4. While we see an achievement gap between ELLs and English Proficient students on NYS exams, we are experiencing a gradual closing of that achievement gap.

6. Our program for ELLs is good and could be better if ESL and Bilingual teachers were current in using the best practices for language acquisition and English Language Arts instruction. We determine the success of our program based on the percentage of ELLs testing proficient on NYSESLAT and scoring at least a level 2 on NYS ELA.

Additional Information

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

We feel that the most significant factors that determine ELLs progress in ELA are:

1. A solid balanced literacy approach to teaching reading and writing (i.e. TCRWP)
2. ESL push-in or CTT model, only for delivery of mandated ESL. In addition, providing ESL teachers with the same ELA professional development that classroom teacher receive.
3. The use of a multi-modality instructional supplement ,, i.e. Imagine Learning English (web-based) especially designed for ELLs.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		3/17/11
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

06M173

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	509,773,	200,020	709,793
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,098	2,000	7,098
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	n/a	*	
4. Enter the anticipated 10% set-aside for Professional Development:	50,977	*	

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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide 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. **Refer to page 11**

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

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Refer to pages 14-15

3. Instruction by highly qualified staff. **100% of staff is Highly Qualified**

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 Schoolwide Program to meet the State's student academic standards. **Columbia University, Teachers College Reading and Writing Project provides professional development to all teachers, paraprofessionals and school administrators throughout the year via on-site and off-site workshops. Two consultants are provided to periodically conduct ongoing professional development for groups of teachers and staff. School-based Literacy and Mathematics Coaches also support teachers inside and outside of classrooms. TCRWP also conducts annual professional development for parents.**

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

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

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.

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.

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.

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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* 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 Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide 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 Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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 Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality

professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)

¹ **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.

² **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.
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Title I, Part A (Basic)	Federal	√			509,773	√	11,14-15,17-18,PIP,Parent Compact
Title I, Part A (ARRA)	Federal	√			200,020	√	11,14-15,17-18 PIP,Parent Compact
Title II, Part A	Federal	√			363,875	√	11,14-15,17-18
Title III, Part A	Federal	√			35,020	√	Appendix 2
Title IV	Federal	√			0	N/A	N/A
IDEA	Federal	√			0	√	11,14-15,17-18
Tax Levy	Local	√			2,987,524	√	

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