



PUBLIC SCHOOL 173Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 26Q173 – THE FRESH MEADOW SCHOOL
ADDRESS: 174-10 67TH AVENUE, FRESH MEADOWS, 11365
TELEPHONE: 718-358-2243
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 173Q **SCHOOL NAME:** The Fresh Meadow School

SCHOOL ADDRESS: 174-10 67th Avenue, Fresh Meadows, New York 11365

SCHOOL TELEPHONE: 718-358-2243 **FAX:** 718-358-2989

SCHOOL CONTACT PERSON: Molly Wang **EMAIL ADDRESS:** mwang@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ilene Savoy

PRINCIPAL: Molly Wang

UFT CHAPTER LEADER: Jean Regan

PARENTS' ASSOCIATION PRESIDENT: Steven Chow/Wendy Lau/Susan Wagler

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** 2.05

NETWORK LEADER: Marguerite Straus

SUPERINTENDENT: Anita Saunders

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
Molly Wang	*Principal or Designee	
Jean Regan	*UFT Chapter Chairperson or Designee	
Steve Chow	*PA/PTA President or Designated Co-President	
Douglas King	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Ilene Savoy	Member/	
Ira Zaretsky	Member/	
Jeannette Miranda	Member/	
Steve Chin	Member/	
Brett Irizarry	Member/	
Lily Kwok	Member/	
Georgia Chokas	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 located in the middle class neighborhood of Fresh Meadows, Queens. We are a Pre-Kindergarten – Grade 5 School serving an ethnically diverse population.

At P.S. 173 the teachers, administration, support staff and parents work together to provide and facilitate a learning environment in which all students can strive to achieve their personal bests. We encourage our students to honor their families and teachers, respect their classmates, and hold high expectations for themselves. We recognize the importance of the home/school connection and depend upon family and community involvement and support. We work hard to provide a progressive learning environment by continually seeking new and exciting ways to expand upon our curriculum. One such way is our initiation of a first grade English/Mandarin dual language class which commenced September 2008. This class is the first of its kind in our district, and only the second in existence in the entire NYC public school system. This innovative and enriching program will provide both English language learners and native English language speakers the opportunity to learn new languages together, and in accordance with our school-wide curriculum which follows New York State and City standards, while simultaneously learning to honor and respect their own and each others' cultural divisions. Another program introduced into our school this year is the Integrated Collaborative Teaching (ICT) program at the kindergarten level.

We take great pride in our school-wide balanced literacy program which includes: daily ninety minute literacy block centered around the workshop model of independent reading and writing which provides for differentiated instruction in accordance with the needs and abilities of each student, expansive classroom libraries to support student interest and stamina, and our Book of the Month Program as well as Scholastic and Barnes and Noble Book Fairs which continually expand our classroom and school library collections.

Entering our fifth year of in-depth collaboration with Teachers College, on-site professional development by TC trainers continues for all grades, as well as attendance and participation by staff and administration at workshops and study groups offered throughout the year at the Teachers College campus at Columbia University. Staff

expertise has reached new levels as cross grade committees work together to share and fine tune their knowledge in order to both address student areas of need as well as enhance areas of interest.

Aside from our students reaching top level performance on standardized tests, we also offer them an array of enrichment opportunities throughout their educational experience. Many of these activities are subsidized by our very active and supportive PTA. Through a combination of in-school and after-school programs our students learn to : play violin, recorder and a variety of brass instruments in our band, sing in our Glee Club, perform ball-room dances, study fundamentals of drama, visual arts and music, play basketball and soccer and even learn to cook. Our Saturday Academy prepares our students for standardized tests and strengthens proficiencies of our English Language Learners.

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.

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 173 Fresh Meadows							
District:		26	DBN:	26Q173	School BEDS Code:		342600010173		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		49	59	47			96.9	97.2	TBD
Kindergarten		107	132	135					
Grade 1		116	110	135					
Grade 2		132	123	117					
Grade 3		100	125	123					
Grade 4		139	104	134					
Grade 5		136	137	108					
Grade 6		0	0	0					
Grade 7		0	0	0					
Grade 8		0	0	0					
Grade 9		0	0	0					
Grade 10		0	0	0					
Grade 11		0	0	0					
Grade 12		0	0	0					
Ungraded		0	1	1					
Total		779	791	800					
					Student Stability - % of Enrollment:				
					<i>(As of June 30)</i>		2007-08	2008-09	2009-10
							95.8	94.0	TBD
					Poverty Rate - % of Enrollment:				
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							34.6	38.2	55.5
					Students in Temporary Housing - Total Number:				
					<i>(As of June 30)</i>		2007-08	2008-09	2009-10
							0	3	TBD
					Recent Immigrants - Total Number:				
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							8	12	12
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		12	23	27	Principal Suspensions		1	0	TBD
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		0	0	TBD
Number all others		57	52	43					
These students are included in the enrollment information above.					Special High School Programs - Total Number:				
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					CTE Program Participants		0	0	0
					Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	10	0	Number of Teachers		47	49	TBD
# in Dual Lang. Programs		0	10	17					
# receiving ESL services only		72	65	61					

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	3	14	Number of Administrators and Other Professionals	7	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	95.9	TBD
				% more than 2 years teaching in this school	80.9	83.7	TBD
				% more than 5 years teaching anywhere	70.2	67.3	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	91.0	92.0	TBD
American Indian or Alaska Native	0.0	0.0	0.1		95.5	94.2	TBD
Black or African American	2.2	2.0	2.0				
Hispanic or Latino	8.6	8.2	7.1				
Asian or Native Hawaiian/Other Pacific Isl.	64.4	63.7	64.3				
White	24.8	25.4	25.4				
Male	54.7	53.5	51.8				
Female	45.3	46.5	48.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	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							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	79.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	10.8			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	21.5			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	44.5			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	2.3			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

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?
-

Upon review of the Progress Report, School Report Card, Principal's Performance Review, periodic and classroom assessments, teacher and environment surveys, and the 2009-2010 Inquiry team work, the following **strengths, accomplishments** and **challenges** have been identified.

Math

Data from Progress Report on 2010 NYS Math Assessment reveals:

- 92% of students across all test grades are performing on or above grade level standards.
- The average proficiency of all students grades 3-5 in math is 4.03.
- The percentage of students in grades 4 and 5 making at least one year's progress is 93%.
- The data evidences a need for increased application of strategies and techniques in order to deepen the degree of differentiation of instruction to effect an increase upon the proficiency of students performing on levels 3 and 4.

Technology

- All classrooms are equipped with desktop computers with internet access.
- Twenty six classrooms, the library and the computer lab contain Smartboards; teachers of these rooms have received training.
- Students attend weekly technology classes from K-5th grade covering topics ranging from basic computing skills through research using the internet.
- Upon review of our school wide inventory and application of technology within the classrooms the need for a significant increase in the integration of technology across the curriculum areas has been determined.

Professional Development for Staff

- Data Specialist has provided training to all classroom teachers on how to input and retrieve data from TC Assessment Pro and ARIS to analyze student needs.
- TC staff developers have elevated teachers' knowledge base related to the teaching of literacy skills development.
- CFN2.05 specialists have provided training to administer and selected teachers on the Common Core State Standards.
- TC Staff Developers have provided training around the use of RTI and student goal setting.

Accomplishments

- Dual Language Chinese Program has expanded to 1st 2nd and 3rd grades.
- Introduce an ICT class at the kindergarten level.
- Elevated level of literacy instruction throughout school due to consistency of Teachers College on-site staff developers and attendance at TC calendar days.
- Teachers have become empowered to open their classrooms to serve as learning lab-sites for their colleagues and out of town educators.
- Staff development continues to transcend grade-wide studies and has evolved to include a focus upon cross grade topics of interest.
- Class libraries have expanded to support the varying levels, needs and interests of all students.
- A restructured school library now serves as a support and complement to our classroom libraries.
- Teachers have established interest and need driven study groups to develop literacy aids and instructional manuals supporting such areas as text complexity and the teaching of vocabulary.
- Recipient of ELL Success Incentive Grant.
- Recipient of Reso "A" grant to upgrade computer lab and classroom PCs.
- Selected as visiting site for participants of the Teachers College Reading and Writing Institute.
- Volume of writing across upper grades has increased consistently and considerably.
- Math Coach provides yearlong enrichment program for Math team members in grades 2 through 5.
- Annual "Family Math Night", attended by more than one hundred family members provides authentic opportunities for families to experience math curriculum and enrichment activities utilized in all classrooms.
- A schedule time is provided for teachers to work collaboratively to interpret and review standardized and predictive test data to effectively drive instruction.
- All K-5 classrooms are supported with necessary technology for staff and student use.
- Budget has supported purchase of additional smart boards to continue to integrate technology into daily instruction.
- Budget and fund raising has produced an extensive professional library to support literacy and content area professional development and classroom instruction.

Aids or Barriers to school's continuous improvement.

Aids

- PTA support in the area of the Arts provided enrichment in the form of ballroom dancing, violin and school band, which adds to a well rounded and nurturing school community. PTA support a TC Data Specialist to work with parents and staff on understanding RTI and the Common Core State Standards.
- Lead teachers attendance at Teachers College professional development workshops, which they turnkey to colleagues, continues to increase capacity across all grades.

- Continue Foundations literacy program in Kindergarten balanced literacy block intended to raise reading levels and provide early intervention.
- Continue “Words Their Way” phonics program into 1st and 2nd grade to develop accuracy and fluency in reading, which will translate into improved reading comprehension skills.
- “F” status math specialist provides academic intervention and supports classroom teachers to further their differentiation of instruction.
- Additional support for at risk learners is provided by AIS and ELL teachers as well as supplementary enrichment class for advanced learners.
- Collaboration between classroom teachers, data specialist and staff developers builds capacity, as teachers can access and interpret data to drive and differentiate instruction leading to improved progress for all students.
- Weekly grade level common planning time will be utilized to support review and application of data to drive instruction, and provide a forum for discussion about grade level inquiry investigations.
- One weekly additional 37 minutes period on Thursday will be provided for teachers to collaborate on Inquiry Team work.

Barriers

- Influx of students from out-of-state and private schools requiring immediate and intensive intervention is pushing AIS program to the limits.
- Significant percentage of primary students reading and writing on “at-risk: levels require primary teachers continuing their work with newly developed writing continuum to re teach certain skills (e.g. revision).
- Overall progress would be hindered should professional development in areas such as literacy, math and technology be eliminated due to budgetary reductions.
- ELLs, who comprise 11.2 % of student population, require increased support in area of writing and content knowledge, such as social studies and science.
- Budget no longer supports supplementary programs such as newspaper publishing and Chess for advanced learners.
- Budget no longer supports teachers’ attendance at conventions (Language and Math), and other workshops other than at Teachers College.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1: Professional Development

By June 2011, 90% of classroom teachers will increase their knowledge and use of multiple sources of data from ACUITY, ARIS, Periodic Assessment, ITA Inquiry Team studies and TC Reading/Writing Assessment. This will be accomplished by attending a series of DOE, CFN, TC and in-house technology/data use professional development to inform instruction that will meet the specific needs of their students, as evidenced by attendance records, and the multi-tiers of differentiation in lesson plan and delivery of instruction as observed by administration.

Goal 2: Mathematics

By June 2011, students will demonstrate increased progress in problem-solving as measured by 80% of students making progress in at least one of the five mathematics process strands on the Exemplars rubrics.

Goal 3: Technology

By June 2011, all student learning will be enhanced, enriched and extended through the use of technology as measured by teacher lesson plans, student activities, and end of unit projects that effectively integrate the use of technology in at least 4 units of study across the curriculum areas.

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): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of classroom teachers will increase their knowledge and use of multiple sources of data from ACUITY, ARIS, Periodic Assessment, ITA Inquiry Team studies and TC Reading/Writing Assessment. This will be accomplished by attending a series of DOE, CFN, TC and in-house technology/data use professional development to inform instruction that will meet the specific needs of their students, as evidenced by attendance records, and the multi-tiers of differentiation in lesson plan and delivery of instruction as observed by administration.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Cabinet meetings will discuss and plan professional development to address instructional needs of staff that require specific training in the use of data to plan instruction - emphasis placed on support staff such as SETSS and ELL teachers, and instructional strategies such as technology enhancement in class instruction. • Teachers will engage in systematic collection and monitoring of student assessments and progress. • Teachers will study the Common Core State Standards in K-5 Reading with a focus on the progression leading to learning. • CFN- 205 Assessment liaison and Technology specialist will train data Specialist and members of Critical Friends Study Group who will turnkey after each meeting with Network IT trainers. • Data Specialist and members of Inquiry Team will assist grades K-5 classroom teachers on comparing and interpreting student data during weekly common prep periods, half days and non attendance days.

	<ul style="list-style-type: none"> • An Inquiry Team on every grade level will analyze, discuss and evaluate short- and long- goals set for their target population; explore research based teaching strategies to address needs of students; and looking at effective tools to assess and monitor student learning. • Principal and “expert” teachers will lead study group of teachers deepening their understanding in such areas as “Understanding text complexity” and “The reasons behind RTI.” • Math and Literacy NSS will support the work of school coaches and teachers through monthly meetings studying student work for understanding and rigor. • Teachers College Staff Developers will train staff to increase and improve the use of data analysis through developing differentiated mini-lessons gear towards to addressing high performing students as well as struggling learners. • TC Staff Developers will train K-5 teachers in understanding and implementing the use of RTI with students who need targeted and systematic intervention at an early stage. • PE Teacher will train classroom teachers in the “Move-to-improve” program as part of teacher support in student’s social emotional learning that will raise student success. • Schedule coverage for group share of findings and strategies to use. Teacher coverage and needed supplies will be funded by line item in the budget.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Budget Title I monies to obtain 25 days of services of TC Staff Developer and a half time on site literacy coach to train staff to use and analyze data from TC Assessment Program. • Budget Title I funds for sub coverage for teachers attending workshops at TC (30 sessions), Network (8 sessions), and in-house TC training (6 subs x 25 days.) • Schedule per session for teachers to participate in study groups and grade planning to analyze student teaching and extend teaching instruction. • Schedule sub coverage for teachers presenting to parents at PTA meeting. Budget monies for supplies to be used during PTA workshops and classroom work.

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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students will demonstrate increased progress in problem-solving as measured by 90% of students making progress in at least one of the five mathematics process strands on the Exemplars rubric.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Monthly faculty conferences will address the practice of <i>clear expectations</i> where students, parents and school community know and understand the process standards and <i>organizing for effort</i> where students are provided with work sufficiently challenging to achieve high standards. • All grades will provide monthly problem-solving opportunities using Exemplar. • Math Coach and Math Network Support Specialist will continue to model and plan with teachers and to study the trajectory of mathematics learning for students K-5. • Portfolios will be introduced to students as a way of evaluating and reflecting on their own work in mathematics. • Grade level teams will focus on analyzing student written work, from Exemplars and elsewhere, to determine next steps in differentiated instruction for students at all levels. • Service providers will be released to attend math training to learn alternate strategies to help “at risk” students. • Weekly common preps and other meeting opportunities will be scheduled for curriculum continuity, teaching and differentiating the curriculum. • Saturday Math Enrichment classes will be organized for grades 1-2 to extend learning in math and to develop appropriate math vocabulary and language from October 2010 – February 2011. • Funding in Galaxy for AIS and Enrichment Math teachers will be scheduled. • Grade 5 students will participate in authentic problem solving activities such as the Stock Market Game and city-wide math competitions. • Per-diem coverage for teachers attending Math workshops and/or interclass visits will be scheduled. • Parent workshops and math Night in Spring 2011 will be organized for the purpose of explaining

	<p>and sharing curricula information, strategies used in the teach and learning of mathematics, and its real world applications.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Schedule monies for supplies (math log/journal) for student writing/reflection in math class. • Schedule coverage for part-time Math trainer to share and turnkey at grade-level, faculty, and PTA meetings. • Schedule coverage for teachers to attend out of school math workshops. • Budget Title I and C4E funds for Math AIS/Enrichment program.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 90% of students show progress on Exemplars rubric for process strands. • Student written work on problem solving, Exemplars and elsewhere, shows greater organization and entry into problem solving. • Students' weekly math journal entries reveal a better understanding of math concepts, use of multiple strategies in problem-solving, and reflections of meta cognitive processes. • 90% of students meet or exceed standards as reflected on end-of-unit assessments.

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): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all student learning will be enhanced, enriched and extended through the use of technology as measured by teacher lesson plans, student activities, and end of unit projects that effectively integrate the use of technology in at least 4 units of study across the curriculum areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The Technology Committee formed in the fall of 2009-10, consisting of teachers, parents and administrators continues to develop and compile a PS 173 Technology Handbook that delineates standards, goals and outcomes for Grade K-5 • Teachers will be provided on-going training on the use of the different technology tools as well as guidelines and suggestions for lesson plans to incorporate the use of computers and a variety of computer software. • All teachers will be trained to use different technological tools such as laptop, Smart board, camcorder, document cameras, digital vision viewer and all other audio visual equipment, • CFN 2.05 Technology Specialists and Data/ITT will provide training to teachers around using data from Acuity, Predictive & ITA, and TC Assessment Program to analyze student work to assess and plan for instruction. • Teachers will meet as a grade on a monthly basis as well as in interest-based groups to develop measurable goals for themselves in technology learning and its implication for raising their level of instruction. • Teachers will assist students in setting clear learning goals in using technology to locate/gather/analyze information and to communicate/present their ideas and learnings. • Time will be scheduled for common preps and other meeting opportunities for teachers' collaboration and planning across grades to effectively infuse technology into their units of study. • Per diem and per session days to be scheduled for teachers to attend training. • Parent workshops will be planned to share the school's goal on the expansion of computer use in student learning, and to train parents to: 1) navigate ARIS 2) access and use student data to support student at home. 3) access DOE, PS173 School website and 173PTA web. 4) increase use of technology for Parent/Teacher communication.

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<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Budget Reso “A” grant to update computer lab, and replace and/or add a desktop computer and a computer table to the classroom. • Budget Reso “A” grant for purchasing 5 SMARTBOARDS for classrooms on the 2nd and 3rd floors. • Budget funds for sub coverage for teachers attending workshops on the use of SMARTBOARDS and developing lesson plans.(6 sessions), District Network (8 sessions) and inter class visitations and in house training as needed. • Schedule per sessions (6) for teachers in advanced learning group to participate in collaborative planning using SMARTBOARD tools. • Schedule sub coverage for teachers presenting to parents at PTA meeting. • Budget monies for supplies to be used with various equipment including cartridges for printer, light bulbs for SMARTBOARDS, overheads, and cameras.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Technology Committee meets quarterly to initiate the compilation of the handbook and revise the format and contents of the handbook. • A 65% increase of staff use of ARIS is evidenced. • Teachers attend DOE and CFN planned technology workshops. • Teachers meet monthly to develop measurable goals for themselves in technology.

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	35	35	N/A	N/A	4	-	-	3
1	53	53	N/A	N/A	4	-	-	4
2	39	39	N/A	N/A	6	-	-	1
3	33	33	N/A	N/A	6	-	-	2
4	41	41	5	5	6	-	-	5
5	42	42	0	12	10	-	-	1
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:	K-2 students AIS are provided during the day by a pull out teacher trained in Foundations and Special Education. These are small groups instruction given to struggling learners 2 times a week. 3-5 students get AIS in small group instructions by AIS/Reading teacher during the day for 3 times a week for 45 minutes each time, extended day Mon-Thurs. and Saturday AIS Academy.
Mathematics:	K-2 students in need of Math AIS get services during the extended day period, M-Th. Grades 1-5 students attend Saturday Academy AIS as well as extended day Math AIS.
Science:	AIS Science is provided to grades 3 and 4 students during school day in small group as well as one on one tutoring by science cluster teacher during school hours, and if available, during Saturday AIS.
Social Studies:	AIS in social studies are provided during the course of the school day in a small group setting by the Reading teacher, SETSS and ELL teachers during school hours as well as during Saturday AIS.
At-risk Services Provided by the Guidance Counselor:	These students are scheduled for counseling on a need basis by school guidance counselor during school hours.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A

At-risk Health-related Services:

Health related services are provided by the School Nurse as well as the School Social Worker if assistance extends to the child's family. Both Nurse and Social Worker provide their expertise during school hours.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 **Number of Students to be Served:** 90 LEP 0 Non-LEP

Number of Teachers 4.5 ESL **Other Staff (Specify)** 1 Bilingual/Special Ed

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Under Title III, Part A LEP Program, our ELLs are serviced in a push-in as well as a pull-out model/program by highly qualified and licensed TESOL teachers. These are supplemental to their mandated services. These services are selected to give ELLs extra help (re-teach and enrich) in their class work through the use of ESL methodologies (TPR, visual, simplified language and students' native language), and in smaller group setting. The push-in model is encouraged because students will be learning the same thing at the same time as the rest of the class but with extra help from the push-in ESL teachers. Pull out sessions will address what was not accomplished in the classroom.

In grades 3-5, ELLs are pulled out for 2 periods in a small group setting to reinforce content area learning in math, science and social studies. As well, 13 ELLs (Beg) are invited to Saturday program where lessons are geared towards ELLs' acquisition of English language proficiency. The Saturday program runs for 10 weeks. In addition to these students, five first graders who scored at the intermediate level of the NYSELAT assessment attend a Saturday literacy class taught by a bilingual licensed teacher. These students are taught reading and writing skills for an hour and a half, and math skill for another hour and a half. Title III dollars also funded three Dual Language Saturday classes to support ELLs learning English and Native English speakers learning Chinese.

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

All teachers, Administrators, and support staff are required to attend ESL training given by specialists from the CFN 2.05, Office of the ELL, ALBETEC, our own ESL teachers and school administrators during a fall and spring faculty meeting and Citywide PD days. ESL teachers and administrators also attend grade level meetings to share ideas learned from workshops attended. ESL teachers are encouraged to visit classrooms to share and observe teaching techniques in all subjects, particularly in reading and writing. Pupil Personnel secretary attends workshops on how to serve and assist our ELL parents at registration to explain about required documents, immunization paperwork, ELL Identification notices and choice and Home Language survey forms. Administrators and ELL teachers conduct ESL workshops for mainstream teachers on ELL strategies in content areas.

ESL teachers attend Teachers College calendar days for specialized workshops on working with ELLs using the TC reading/writing units of study, Examples of some of these workshops are "Introducing Primary students in a new language" and "Scaffold literacy and language development." Other ESL PD includes "Teaching language structure in ways to support ELLs' reading and writing." Dual Language teachers give PD during faculty meetings on "The benefits of language (Mandarin) immersion.", and "How ELLs and English Proficient students learn through BICS." At bi-monthly Dual Language Parents, workshops are given on understanding language acquisition and the use of rubrics. Study group on how children learn a second language, conducted by administrators and teachers, welcomes both classroom and ESL teachers to participate.

Section III. Title III Budget

School: 173 Q BEDS Code: 34-26-00-01-0173

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$1,783.00 (41 per session hrs) \$3,565.00 68 per session hrs \$5,027 30 per diem days \$1677.00 10 per diem days	41 Per Session hours for a Bilingual licensed teachers to provide supplementary services to K-2 ELL (Beg.) after school. 68 Per Session hours for 3 ESL/Foreign Language teachers to provide enrichment in the content area subjects to 60 Dual Language students 1st-3rd grade in both English and Mandarin. 30 Per Diem days for an ESL teacher to provide supplementary services to gr. 2-5 Beginner ELL outside of the required 360 minutes per week. 10 Per Diem days for ELL and Dual Language teachers to attend conferences and training organized by OELL ,ALBETAC & TC.
Purchased services -	N/A	
Educational Software (Object Code 199)		
Supplies & Materials	\$4,616	Bilingual Chinese, Korean & Russian dictionaries for ELL Bilingual Leveled books from China Sprout Books with tapes for gr. 3-5 Beg. ELL Bilingual Turkish and Persian dictionaries for gr3-5ELL
Travel		
Other	\$152.00	Fringe benefits
TOTAL	\$16,820	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
To determine the translation needs of our school data from the following areas are used:
 - 1) ATS School Reports with Ethnic data and Home Language Survey form
 - 2) New Admissions Surveys
 - 3) Parent Coordinator's Language Survey
 - 4) ESL student enrollment

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

From the above-mentioned reports, we found the following language groups need to have their needs addressed: Chinese, Russian, Spanish and Korean. The information was then shared at PTA meetings, and translations of all DOE, Principal's and PTA letters went into effect immediately.

Part B: Strategies and Activities

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

All memos and letters from the DOE, Principal's Office and PTA will be translated into the languages of the majority of our students (see above) by bilingual teachers, staff and volunteer parents, in addition to the translation services provided by DOE. Memos and letters are translated within a period of 1-2 days. Other letters that have immediate deadline are translated instantaneously.

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

Oral interpretation services are provided during student registration period, Parent-Teachers Conferences and other such meetings. They are usually provided by school staff, community volunteers and parents.

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

Parent Coordinator will send out a survey to all parents in school to assess the number of bilingual families and their first language, and if there is a need for DOE, School and teachers communications to be translated. The results of the survey are then distributed to ALL staff in the school. Parental requests are noted and services provided.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	--	\$339,800	\$339,800
2. Enter the anticipated 1% set-aside for Parent Involvement:	--	\$3,398	\$3,398
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	--	*	
4. Enter the anticipated 10% set-aside for Professional Development:	--	*	

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.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

Title I Parent Involvement Policy and Parent-School Compact for PS 173Q

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS173 *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. 173’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. 173 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

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

PS 173's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 173 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 173 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our

Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS 173 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, and Parent Association (or Parent-Teacher Association).
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

PS 173, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 173 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., School or District Leadership Teams); and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Principal on 10/29/2010.

This Parent Involvement Policy was updated on 10/21/2010.

The final version of this document will be distributed to the school community on 12/3/2010 and will be available on file in the Parent Coordinator’s office.

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

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.

(see page 12-14, Section IV – Needs Assessment)

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.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

(see pages 12-14)

3. Instruction by highly qualified staff.

PS173 has a staff of 100% highly qualified teachers.

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.

Opportunities for professional development for all teachers are provided by Principal, Assistant Principal, Literacy Coach, Lead Teachers, CFN#16 Network specialists, Teachers College staff developers and trainers from ISC. Dissemination of information to constituencies is done through School Monthly Newsletters, Parent Coordinator, PTA, faculty meetings, Parent Teachers conferences and "Early Bird Parent Workshops.

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

N/A

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

Progress Reports allow parents to see benchmark progress of their children in the school. These reports are in addition to the mandated report cards. They highlight student strengths and weaknesses and the steps being taken to enrich and/or reinforce them. Parents meet with teachers during Parent Teachers Conferences as well as pre arranged after school schedule for both parties to collaborate on helping the students. At this time, parents and teachers work on how to support students at home. Parent Coordinator organizes home-school connection workshops to assist and share ideas on how parents can help their children's learning at home.

The monthly grade newsletters inform parents of what topics the grades are working on and the goals for the units and individual student. At PTA monthly meeting will be workshops presented by different teachers/administration on skills that parents can review with their children at home

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.

There are 4 half day Pre K programs in the school. The students and their parents are taken on a tour of the school, and students participate in all extra curricular activities as the rest of the school. These students also eat breakfast and lunch in school. Consequently, they become acclimated to the school and all transition well into the K program.

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.

The School-Based Support team and the Pupil Personnel Committee include classroom teacher input in all discussions and recommendations for students referred for additional assistance. At each meeting, student's works are presented and analyzed by the teachers and team members before services are recommended.

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.

Activities include: After students had been identified using standardized assessment and teacher's observation, a parent conference follows. Recommended services such as Speech, SETSS, Physical/Occupational Therapy, Counseling, AIS or ESL are immediately scheduled and provided within the timeline specified by DOE and/or SED.

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.

All services and programs including programs supported under NCLB are funded by Title I (ARRA), Title IIA, Title III and tax levy.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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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
TEMPLATE - MAY 2010

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	X					
Title II, Part A	Federal	X					
Title III, Part A	Federal	X			X		Pages 30-31
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

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

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) None
2. Please describe the services you are planning to provide to the STH population.

STH will be admitted into appropriate grade based on age. STH will be provided with all the same support as a non STH, such as AIS and/or enrichment programs, extended day services, ESL, Speech, SETSS and counseling.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 173 Fresh Meadows					
District:	26	DBN:	26Q173	School		342600010173

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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	59	47	52		96.9	97.2	97.2
Kindergarten	132	135	137				
Grade 1	110	135	140	Student Stability - % of Enrollment:			
Grade 2	123	117	140	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	125	123	124		95.8	94.0	92.9
Grade 4	104	134	128				
Grade 5	137	108	131	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		34.6	55.5	56.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	3	2
Grade 12	0	0	0				
Ungraded	1	1	1	Recent Immigrants - Total Number:			
Total	791	800	853	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	12	12

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	27	27	Principal Suspensions	1	0	3
# in Collaborative Team Teaching (CTT) Classes	0	0	5	Superintendent Suspensions	0	0	0
Number all others	52	43	42				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	10	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	10	17	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	65	61	TBD				
# ELLs with IEPs	3	14	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	47	49	50
Number of Administrators and Other Professionals	7	8	6
Number of Educational Paraprofessionals	5	5	9

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	95.9	100.0
				% more than 2 years teaching in this school	80.9	83.7	88.0
				% more than 5 years teaching anywhere	70.2	67.3	76.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	92.0	96.0
American Indian or Alaska Native	0.0	0.1	0.1	% core classes taught by "highly qualified" teachers	95.5	94.2	97.2
Black or African American	2.0	2.0	2.2				
Hispanic or Latino	8.2	7.1	8.8				
Asian or Native Hawaiian/Other Pacific	63.7	64.3	63.0				
White	25.4	25.4	25.2				
Male	53.5	51.8	50.3				
Female	46.5	48.3	49.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
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:	A	Overall Evaluation:					NR
Overall Score:	65.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	7						

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 173 Fresh Meadows					
District:	26	DBN:	26Q173	School		342600010173

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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	59	47	52		96.9	97.2	97.2
Kindergarten	132	135	137				
Grade 1	110	135	140	Student Stability - % of Enrollment:			
Grade 2	123	117	140	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	125	123	124		95.8	94.0	92.9
Grade 4	104	134	128				
Grade 5	137	108	131	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		34.6	55.5	56.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	3	2
Grade 12	0	0	0				
Ungraded	1	1	1	Recent Immigrants - Total Number:			
Total	791	800	853	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	12	12

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	27	27	Principal Suspensions	1	0	3
# in Collaborative Team Teaching (CTT) Classes	0	0	5	Superintendent Suspensions	0	0	0
Number all others	52	43	42				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	10	0	TBD	Number of Teachers	47	49	50
# in Dual Lang. Programs	10	17	TBD	Number of Administrators and Other Professionals	7	8	6
# receiving ESL services only	65	61	TBD	Number of Educational Paraprofessionals	5	5	9
# ELLs with IEPs	3	14	TBD				
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	95.9	100.0
				% more than 2 years teaching in this school	80.9	83.7	88.0
				% more than 5 years teaching anywhere	70.2	67.3	76.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	92.0	96.0
American Indian or Alaska Native	0.0	0.1	0.1	% core classes taught by "highly qualified" teachers	95.5	94.2	97.2
Black or African American	2.0	2.0	2.2				
Hispanic or Latino	8.2	7.1	8.8				
Asian or Native Hawaiian/Other Pacific	63.7	64.3	63.0				
White	25.4	25.4	25.2				
Male	53.5	51.8	50.3				
Female	46.5	48.3	49.7				

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

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	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
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:	A	Overall Evaluation:				NR	
Overall Score:	65.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	7						

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.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN-205 26Q173	District 26	School Number 173	School Name Fresh Meadow School
Principal Molly Wang		Assistant Principal Ira Zaretsky	
Coach Kathleen Muzyka		Coach	
Teacher/Subject Area Joanne Wang/ESL		Guidance Counselor Aimee Winick	
Teacher/Subject Area Pei-Yu Chang/ESL		Parent Lily Kwok	
Teacher/Subject Area Terri Maillard/ELA		Parent Coordinator Loida Milan	
Related Service Provider		Other Hong Jiang/Test Coordinator	
Network Leader Marguerite Straus		Other Richard Schnabel/Data Coordina	

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	5	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	20	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	799	Total Number of ELLs	90	ELLs as Share of Total Student Population (%)	11.26%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

The procedure for the initial identification of possible ELL students is conducted by a team consisting of licensed pedagogues (ESL teachers) and our Pupil Accounting Secretary. The secretary provides all paperwork required for a new admit, but the teachers will assist the family in their understanding and completion of the Home Language Survey, and also conduct the oral interview necessary to determine the language spoken at home.

Once it is determined that the home language is other than English, a Lab-R is administered within 10 days of the student's date of admission. If the student does not pass, parents are notified in writing to come to our school so the ESL teachers can describe in detail, including a multi-language video, the three kinds of ESL programs (TBE, Dual Language and ESL Free-Standing) available in NYC, in order for the parent to select their program of choice for their child. The Parent Coordinator also works with the ESL teachers to ensure the Entitlement Letters are distributed and that Parent Survey and Program Selection Forms are completed in their native languages and returned to the school within the required time limit. Every effort is made to translate all provided information, including the distribution of a brochure in the appropriate required languages. If their choice is a program we do not currently have (i.e. TBE) we explain that they can either have their child attend a school that has that program, or they can remain here and choose from one of our available programs.

In the spring a RLER report is generated to identify those students eligible to take the NYSELAT. For those eligible, we schedule and administer the NYSELAT in accordance with the DOE timeframe, testing guidelines and procedures. The Speaking section is scored as it is administered. Upon completion, the tests are packaged and delivered as per directions provided in the test administration manual and all relevant memoranda.

Upon review of the Parent Survey and Program Selection forms of the past few years, the trend presented is that the vast majority of parents prefer our ESL program (90 + %) with occasional requests for Dual Language. Therefore, our program models offered are quite well aligned with parent requests. We currently have a Dual Language class on three of our six grade levels, which basically accommodates the few requests made for that model. We expect to have on Dual Language on every grade from first through fifth by the 2012-2013 school year.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)		1	1	1										3

Freestanding ESL														
Self-Contained	1													1
Push-In	4	8	8	8	4	8								40
Total	5	9	9	9	4	8	0	44						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	78	Special Education	4
SIFE	-0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	-0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	21	0	0	0	0	0	0	0	0	21
ESL	57	0	4	8	0	0	0	0	0	65
Total	78	0	4	8	0	0	0	0	0	86
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese			10	16	7	18	4	20											21	54
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	10	16	7	18	4	20	0	21	54									

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish										0	0
Chinese										0	0
Russian										0	0
Korean										0	0
Haitian										0	0
French										0	0
Other										0	0
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u>50</u>
Native American:	White (Non-Hispanic/Latino): <u>3</u>
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3		1		1								5
Chinese	18	14	12	8	5	6								63
Russian	3	2	1		1	2								9
Bengali														0
Urdu	1													1
Arabic														0
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	2	3	2	1		3								11
TOTAL	24	22	15	11	6	12	0	90						

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.

At PS 173 we utilize a variety of organizational models to provide ESL services in the most effective formats possible for our students. These include a self-contained Kindergarten class, push-in and pull-out ESL instruction in grades K-5, and a Dual Language on each of grades one through three. While the students in the Dual Language and self-contained classes remain in class together the services the students receive will vary according to their mandated requirements; just as the ESL students in the same general education classes may receive varying amounts of push-in or pull-out support.

It is in this manner that we ensure that the mandated number of instructional minutes are provided according to proficiency levels in each program. For example, in classes where ESL students are at varying proficiency levels (I and A), the ESL teacher may push-in daily to meet the mandated minutes of the advanced students, and then also pull out the intermediate students to complete the provision of their mandated requirements. The total weekly mandated minutes are 360 for Beginning and Intermediate, and 180 for Advanced in Freestanding ESL. In Dual Language classes the Beginners require 60-95 minutes per day, and Advanced 45 minutes per day.

The goal of our Freestanding ESL program is to accelerate the rate of English language acquisition and content area subject matter, and “test out.” To accomplish this end, our ESL teachers are placing increased emphasis upon pushing into rather than pulling out of the classroom. By pushing in they can observe the general education teacher’s method of instruction as well as the content being taught, and they can apply ESL strategies and methodologies to both accelerate their rate of English language acquisition as well as reinforce the lesson. They accomplish this by working with their small group of students directly within the classroom setting. At other times they may determine that pulling them out to work on specific areas of need in a separate location may be more effective.

NYSESLAT and Lab-R results are used to guide flexible grouping and instruction. Content area instruction is aligned with the core curriculum and taught to ELLs using ESL methodology. Academic language is developed concurrently with linguistic instruction. The Rosetta Stone Language Learning Success computer software is optimal for targeting newcomers. TESOL techniques such as Total Physical Response and the use of visuals help students to conceptualize the information they need to learn. Mainstream teachers scaffold academic language in order to support student participation in content area lessons. Comprehension is enhanced through the use of technology, especially the SMART Board. There is ongoing articulation between the classroom and ESL teachers in order to provide simultaneous support. Classroom teachers receive training and support throughout the year to enrich their knowledge of ESL methodology in order to further second language acquisition. Some of the resources provided include the Rosetta Stone software, the Oxford Picture Dictionary for Kids, and the

SRA Photo Library. ESL teachers also provide professional development.

Our self contained Kindergarten class has students speaking primarily Chinese, with some Russian, Urdu and other languages. The certified ESL teacher assumes the role of both a general education teacher (following the Kindergarten curriculum) and ESL teacher applying ESL techniques and strategies throughout the course of the entire day. The goals are the same as our common branch and ESL teachers.

In our Dual Language classes on grades 1-3, all content areas are taught in English and the target language which is Mandarin. Instruction is provided equally in both languages by certified common branch and Mandarin language teachers, and mandated ESL is provided for the most part by certified ESL teachers pushing in to support their students within their classroom settings; some ESL students are also pulled out based on mandated minutes and areas of need. The teachers basically follow the same curriculum as their grade level counterparts. The goal of this program is for all students to become competent in both languages; however, once an ESL student becomes proficient and tests out of ESL he does not exit the Dual Language program.

The Dual Language program, which has expanded from two to three grades this year , offers the side by side model of instruction. The target language, Chinese, is used 50% of the time for EPs and ELLs in each grade. The students are integrated all day. Content areas are not taught separately. Instruction is separated by time and teacher. Both languages are taught simultaneously. Expectations for our dual language program are that all students will develop into bilingual speakers.

Highlights of our English/Chinese Dual Language model are the following:

Language is taught day by day, classrooms are side by side, and both languages are used equally. During writing workshop students follow grade appropriate Columbia Teachers College Units of study, task based instruction (students learn language by performing authentic tasks such as shopping or planting seeds), mini lessons followed by independent and small group work. Paper choice is determined by writing level and language (differentiation). Technology used included computers, Smartboards, and document cameras. The reading workshop also follows Teachers College Units of study (Character Study, non-Fiction Books, Reading with partners in book clubs, poetry, tackling tricky parts, etc.) mini-lessons are followed by guided reading or small group work, while the rest of class is reading independently. Students are assessed for reading levels (differentiation). The students use Words Their Way for English-word study for phonics, vocabulary and spelling instruction, 3 groups per grade, groups are determined by spelling assessment, follows a weekly schedule, teacher works with one group while the other two groups work with a partner, go on a work hunt or play word games. Technology used: smart board and document camera

Pin Yin and radical Study is used for Chinese Word Study.

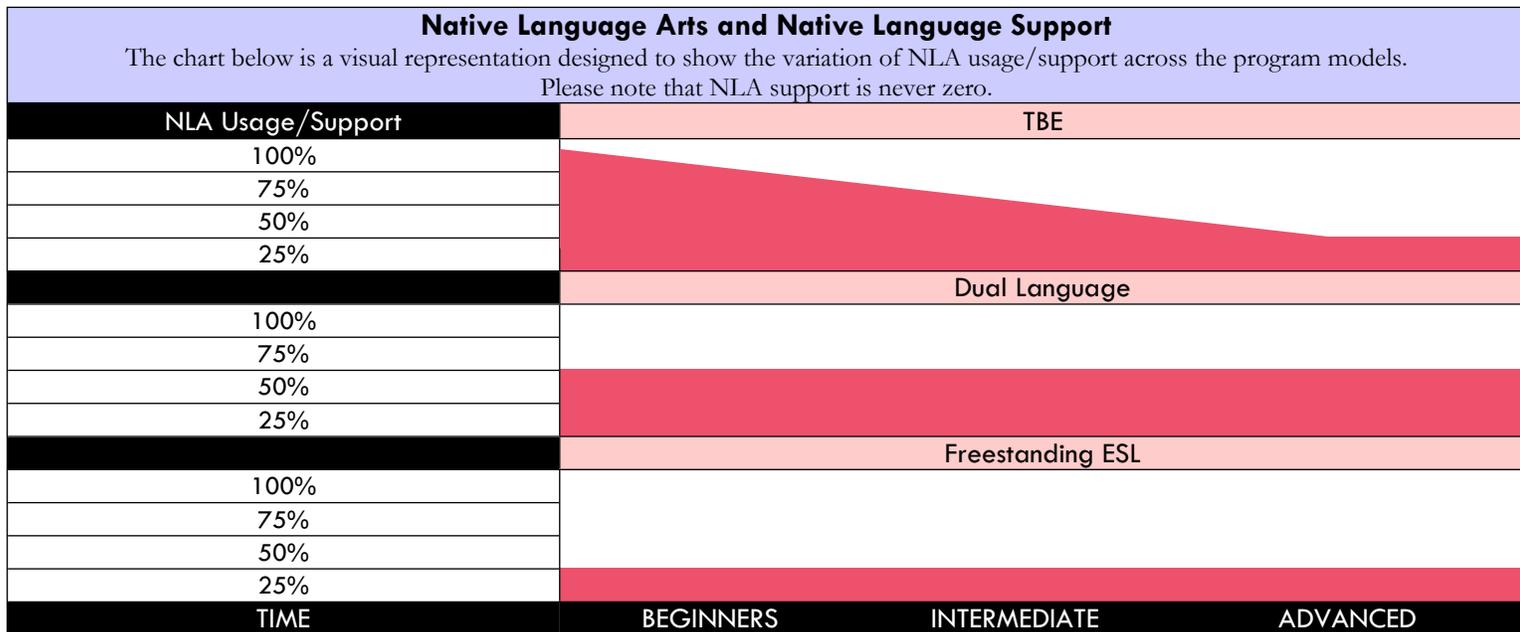
During math, students follow their respective grade curricula taught simultaneously in both languages, workshop model, and mini-lessons followed by activities and practice. In Social studies: Students learn about each other's families, county of origin, map skills, and other countries (e.g. China). Social Studies also incorporates songs and dance performances. Students learn the art of Chinese Calligraphy with Mrs. Yee and learn how to write correct Chinese characters. All students attend the extended Day Program. Our teachers and students also enjoy the pen pal system with students from local public schools. ELL support includes TPR story telling, using songs and poems to improve fluency, and task-based instruction. Technology is used to enhance learning cultural similarities and differences by using websites like Google Earth, Better Chinese, and Brainpop, Jr. Rosetta Stone is also used for English and Chinese.

We differentiate instruction for our ELL subgroups in the following ways:

- Although we do not presently have any SIFE students, if we did we would give the LAB-R and upon findings formulate a student specific plan for intense support. Being at least two years behind academically we would focus on the skills of language acquisition in an authentic learning environment. ESL teachers would work very closely with classroom teachers to provide intensive instruction with all ESL teaching strategies and scaffolding.
- ELLs in school less than three years but more than one will have to take the ELA. Therefore, vocabulary , grammar and reading and writing skills will be emphasized . ESL Teachers use on-line ESL interactive learning programs to familiarize them with the type of questions they will encounter on the ELA. Both push-in and pull-out instruction will reinforce their content and language learning at their respective grade levels.
- Students receiving service for 4-6 years will usually show evidence of a particular area of need that is preventing them from passing the NYSESLAT. We provide intensive focus on those areas including but not limited to the provision of ESL support beyond their mandated requirements. We also recommend that they attend our afterschool ELA test preparation club.
- While we do not have any long term ELLs, if we did we would have to work as a group of common branch and ESL teachers, parents, and possibly our school based support team to examine whether their difficulties go beyond that which ESL services alone can address. We would also look closely at our instructional approaches to see why we have not been more successful with this student.
- For ELLs with identified special needs, ESL teachers work very closely with their classroom teachers and other service providers to arrive at appropriate methods to address their needs and support the attainment of their IEP goals.

	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



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?

Our targeted intervention programs for ELLs in ELA, math and other content areas focus on those students receiving services for more than three years. This is the subgroup of students who have not tested out yet and for whom we have submitted a Request for Extension of Services. Because the NYSESLAT becomes increasingly more difficult as the students progress from grade to grade, these are the students who face the possibility of becoming LTEs if they are not able to test out by the end of their sixth year. Additional support for these students comes in the form of additional programs and additional instructions. Programs to provide additional support outside of the regular school day will be offered to these students either after school or on Saturdays or both (when budget or grants permit). Both programs are aimed to support language acquisition, content areas and test preparation.

Additional instructional support in content areas including literacy, math, science and social studies will be provided via a collaborative effort among our classroom, ESL and science teachers, as well as our math and literacy coaches and reading specialist. They will work together to provide more types of hands-on learning experiences, and use engaging forms of literature such as Readers Theater to improve student fluency and related reading skills. Furthermore, additional services (over and above mandated requirements) will be provided during the regular school day according to the needs specific to each student.

- For students who have not met the listening standard, an additional period will be devoted specifically to developing skills with teacher/student read aloud and student-partner conferencing taught by an ESL teacher.

- For students who have not met the performance standard in reading, an extra period will be devoted to further develop reading strategies and comprehension skills such as inferencing and envisioning. Leveled books will be used to reinforce reading strategies. ESL reading techniques supplemented by ELA skills such as retelling, summarizing, choral and group reading will be used to strengthen reading skills.

- For students who have not met the performance standard in writing an additional period will be scheduled by the ESL teacher to focus on writing skills using student writing responses to read alouds in their writers' notebooks. Writing process will be taught and scaffolding in content area writing will be implemented using prompts and graphic organizers. The students will also use Netbooks to research and publish their completed pieces.

Our plan for continuing transitional support for ELLs who reach proficiency on the NYSESLAT, and have exited out of the ESL program is to continue to provide: academic intervention services during the school day, after school and Saturday ELA and Math test preparation programs; and to continue the same testing accommodations that they were previously entitled to for a period of two years following their testing out. Classroom teachers will also continue to provide these accommodations where they appear to be in the student's best interest, and will continue to differentiate instruction for these students through the content, process, and product related to their teaching as well as in accordance with their students' readiness skills, interests and learning profiles.

While we do not plan to discontinue any of our ELL programs or services, we certainly do plan to expand our Dual Language program to include a fourth grade class. We also intend to continue in our efforts to form a self-contained Kindergarten ESL class (if the numbers so provide), and to cluster our ESL students into one or two classes on each grade to enable ESL teachers to push in rather than pull out students from various classes when providing their mandated services.

ELLs are provided equal access to all school programs by their placement in general education classrooms, and by attending all specialty classes such as physical education, music, art, technology, theater and science along with the rest of their classmates. They also participate in all school afterschool programs, band, ballroom dance, glee club, school performances, violin, sports teams and Citizen of the Month assemblies. In fact, the winner of our 2009 School Spelling Bee was a former ELL student.

The instructional materials including technology used to support ELLs include but are not limited to:

- Smartboards
- Desktop computers

Document Cameras
 Netbook/Laptops
 Rosetta Stone Language Learning Success
 The Oxford Picture Dictionary for Kids
 Foreign language glossaries for Math and Science
 Math for the Real World
 Phonics for the Real World
 Rosen Classroom Content Area Literacy Collection
 SRA Photo Library
 Better Chinese Books on Software
 Teachers College Reading and Writing Units of Study
 Big Books

Native language support is provided in each program model. Dictionaries, content area glossaries, and texts are available in the students' native language whenever possible to scaffold transition to higher levels. To the extent possible ESL classrooms contain books in our students' native languages, and ESL teachers deliver instruction in native languages, more so for beginners acquiring conversational skills, and then reduce the amount over time as students advance, the native language focus shifts to more instruction or content and informational areas. In our Dual Language classes instruction is delivered equally in both languages throughout the entire week. All required services and resources correspond to our ELLs age and grade levels. For lower grades we provide more visual and hands-on resources. For higher grades the focus is more on reading and writing exercises and materials. If an upper grade student cannot read we provide picture books that correspond to grade appropriate content but emphasize pictures and more simple text. We do not offer any language electives to our ELLs.

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)?

Our Dual Language program instructional time is divided equally between English and Mandarin. The students are integrated all day. Content areas are not taught separately. Instruction is separated by time and teacher, and both languages are taught simultaneously. We follow the side-by-side model and teachers alternate days with the classes (one day English instruction, the next day Chinese).
 *for additional information see Part IVA. Programming and Scheduling Information.

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.

Administration, all licensed ESL teachers, and common branch teachers pursuing ESL certification attend workshops presented by the Office of English Language Learners as well as Columbia Teachers College, and then turnkey their training to staff at grade level and faculty meetings. These presentations both serve to enable staff to assist ELLs as they transition from our school on to middle school, as well as provide the minimum 7.5 hours of ELL training for all staff requirement.

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?

There are numerous and varied opportunities for the parents of all of our students to become and remain actively involved with our school. Parent involvement directly correlates to student academic achievement. All parents are asked to join the PTA, a group that holds monthly meetings with guest speakers (often our teachers or administration) whose presentations are usually about ways that parents can help their students succeed in school. There are fundraisers, movie nights, and after school performances that occur continually throughout the school year. For non-English speaking parents, translators are usually in attendance so they can understand the content presented at workshops. Parent workshops are given both during school hours and in the evenings. Our Parent Coordinator also reaches out to parents to see what topics of interest they would like to learn more about, as does our Title I Parent Committee. Bi-monthly meetings for the parents of our dual language students are held to provide information and updates as well as provide a feeling of camaraderie among them. The director of ALBETAC and the principal of another dual language program represent some of the outside agencies and speakers that have attended and presented at our parent meetings.

In order to determine the general needs as well as the translation needs of our parents we look at data from the following areas: ATS School Reports with Ethnic Data, New Admission Surveys, Parent Coordinator's Language Interest Survey, ESL Program enrollments, and PTA suggestions, input and surveys. We look for trends as to which languages are being spoken in the homes of our ELLs, in order evaluate the needs of our parents. By getting parents involved in the stated activities it broadens their school related social circles and helps us to know them better. We have been fortunate to be able to offer free Saturday ESL classes for adults for the past two years, which were conducted at the same time that their children were attending our Saturday program for ELL students. The adult classes were intended to enable them to support their children's English language learning.

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	2	1	0	0	0								12
Intermediate(I)	7	6	3	2	2	0								20
Advanced (A)	6	6	4	4	7	5								32
Total	22	14	8	6	9	5	0	0	0	0	0	0	0	64

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3	1		5
4	2	3	3		8
5	1	3	3		7
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			2		3				5
4			2		5		1		8
5		1	1		3		1		6
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			1		4		1		6
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		1			4		1		6
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?
 - b. What is the level of language proficiency in the second (target) language for EPs?

One trend that is very evident from the data is the period of time from the March 2010 assessment to the June 2010 assessment: 78% of ELL students made no change in their reading levels. These students are comprised mainly of Kindergarten and First Grade students. Also, from the June 2010 to September 2010 assessment, 54.29% made no change in their reading levels, while 45.71% actually regressed in their reading levels over the summer.

This information can help our school's ELL progression by looking into ways to help our ELL's reading practices and strategies improve. Strategies need to be improved especially at the end of the year in order to maintain or increase their reading levels over the summer. This would require a strong effort to reduce the amount of students who regress from the June assessment to the September assessment. Although it is not uncommon for students to drop in their reading levels over the summer, it is highest among ELLs. One strategy to reduce the extent of regression would be their attendance in summer school programs in addition to increased parent support for students to read and write more over the summer.

The data from the NYSESLAT and the LAB-R in relation to proficiency levels shows that 25% of our students have been in the ESL program for at least 3 years. Most of the students who are still receiving services for at least three years are on the Advanced level. They have tested Proficient on the Listening/Speaking portion of the test, while still only testing Advanced on the Reading/Writing portion on the NYSESLAT. These students are mainly comprised of students in grade 3-5. The highest level of students receiving services are students with 1 year of services at 33%. They are mainly from the lower primary grades.

The NYSESLAT Modality Analysis by grade is presented below.

Listening / Speaking

GRADE	BEGINNER		INTERMEDIATE		ADVANCED	PROFICIENT
K	2	5	10	5		
1	0	3	5	6		
2	0	1	3	4		
3	0	1	1	4		
4	0	0	0	9		
5	0	0	1	4		

Reading / Writing

GRADE	BEGINNER		INTERMEDIATE		ADVANCED	PROFICIENT
K	9	7	4	2		
1	2	6	4	2		
2	1	3	4	0		
3	0	2	4	0		
4	0	2	7	4		
5	0	0	3	2		

After examining the data across all grade proficiency levels, it is evident that it takes longer for ELLs to achieve higher proficiency levels in the domain of reading and writing than it does in the domain of listening and speaking. This also coincides with the fact that it takes longer for ELLs to learn and to obtain CALPS which is the domain of reading and writing in NYSESLAT than BICS which is the domain of listening and speaking in NYSESLAT. Research has shown us that it takes about 2 to 3 years for ELLs to obtain BICS; however, it takes 5-7 years for ELLs to obtain CALPS. AS ELLs moved to intermediate and advanced levels of proficiency, they improved their listening and speaking skills. However, at these levels they still need extra help and support to help them to move to higher levels. Therefore, we know that most of the second through fifth graders in our program need additional support in helping them to improve their reading and writing skills for them to achieve the proficient level, and this data will be used to help us in determining our instructional focus.

During the 2009-2010 school year, we had zero students take New York State tests in their Native languages.

On the New York State English Language Arts test:

- In Grade 3, 30% of Limited English Proficient scored a level 3 or above
- In Grade 4, 46% of Limited English Proficient scored a level 3 or above

- In Grade 5, 20% of Limited English Proficient scored a level 3 or above.

On the New York State Mathematics tests:

- In Grade 3, 67% of Limited English Proficient scored a level 3 or above
- In Grade 4, 94% of Limited English Proficient scored a level 3 or above
- In Grade 5, 67% of Limited English Proficient scored a level 3 or above

Most students scored a 3 or above on the New York State Science and Social Studies Tests.

Part VI: LAP Assurances

and individualized instruction, just as we do for all of our students. (Note: No student in grades 3-5 took the mathematics test in their Native language).

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

Paste additional information here