

**DR. WILLIAM P. DORNEY/ PS 72**

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

**SCHOOL: PS 72, BRONX  
ADDRESS: 2951 DEWEY AVENUE BRONX, NEW YORK 10465  
TELEPHONE: (718) 822- 5311  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 72      **SCHOOL NAME:** Dr. William P. Dorney

**SCHOOL ADDRESS:** 2951 Dewey Avenue, Bronx, New York 10465

**SCHOOL TELEPHONE:** (718) 822-5311      **FAX:** (718) 828-4459

**SCHOOL CONTACT PERSON:** Margarita Colón      **EMAIL ADDRESS:** MColon@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Elizabeth Ramos

**PRINCIPAL:** Ms. Margarita Colón

**UFT CHAPTER LEADER:** Ms. Elizabeth Ramos

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Evelyn Ortiz

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 08      **CHILDREN FIRST NETWORK (CFN):** Cluster #6  
Children's First Network #607

**NETWORK LEADER:** Elmer Myers

**SUPERINTENDENT:** Mr. Timothy Behr

**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
Ms. Margarita Colón	*Principal or Designee	
Ms. Elizabeth Ramos	*UFT Chapter Chairperson or Designee	
Ms. Evelyn Ortiz	*PA/PTA President or Designated Co-President	
Ms.	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	CBO Representative, if applicable	
Ms. Shareen Branch	Member/Parent	
Ms. Elizabeth Cruz	Member/Parent	
Ms. Amanda Franco	Member/Parent	
Ms. Makeda Hasnath	Member/Parent	
Ms. Alexis Thorpe	Member/Parent	
Mr. Keith Cannady	Member/Staff	
Ms. Janette Hernandez	Member/Staff	
Ms. Lucia Mariani	Member/Staff	
Ms. Raquel Pevey	Member/Staff	

(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.

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PS 72 is a Pre K – 5 elementary school located in the Throggs Neck section of the Bronx. The school and its community are ethnically and socio-economically diverse. PS 72 qualifies as a Title I school, and serves as the zoned school for the majority of the *Throggs Neck Houses* public housing development, as well as residential homes. The most distinctive feature of the PS 72 community is that we are barrier-free. In 1999, construction on a new wing to the school building was completed. It was built to accommodate students with special needs, i.e. students using wheelchairs, walkers. As a result, PS 72 is considered one of the district's placement centers for barrier-free students. These features contribute to a very diverse student body.

During the past four years, we have strengthened our approach to Balanced Literacy. In September 2007, we purchased and implemented the 100 Book Challenge to enable teachers to approach independent reading in a systematic way. Everyday, students read at their independent reading level, set goals for themselves and engage in one-on-one reading conferences with their classroom teachers. Parents continue this effort at home, serving as reading coaches.

In an effort to continue building our focus on independent reading, we are continuously adding to the previously purchased MONDO Publishing reading resources. These materials put a wealth of literacy resources in the hands of classroom teachers, and supply students with leveled reading books. On-going professional development is a large component of our investment. In an effort to strengthen the Writer's Workshop portion of the literacy block, PS 72 continues to utilize the Lucy Calkins' Writer's Units of Study for grades K-5. In order to support our underperforming, Special Education, and ELL students, Imagine Learning English, a computer-based intervention program, continues to be utilized, providing teachers with continuously updated data that is used to inform instruction. This is a phonics-based approach to strengthen reading readiness and expose students to reading texts at their own level. PS 72 also continues to announce and post the grades 3 – 5 **Word of the Day** and PK – 2 **Word of the Week**. These words are now posted daily on the PS 72 website.

For the 2010-2011 school year, under the Phase I Special Education Initiative, we continue to have an Integrated Cooperative Teaching (ICT) class on every grade. Additionally, part-time ICT classes have been designated in grades 4 and 5. This is meant to integrate SETSS support with classroom instruction. In these classes, students receive mandated services utilizing a push-in model of instruction rather than pulling students out. At risk classes have been designated on each grade with the exception of Kindergarten. These classes were designed to receive push-in Academic Intervention Services (AIS).

Numerous other highlights that have been initiated over the past four years include:

- PS 72 Student Council
- Out of School Time (OST) afterschool and vacation program
- Workshops and family events planned by the PTA and Parent Coordinator
- Grade 3 and 4 Art instruction through a three-year Studio in a School grant
- Grades 2 – 5 Music instruction through Education through Music (ETM)
- CASA Broadway afterschool program that works on a student produced Broadway show

- Nutritional Program provides for student input in healthy eating and planning menus in the cafeteria
- No Place for Hate anti-bullying program through the Anti-Defamation League
- Bully in a Box anti-bullying program
- Let's Move campaign for student wellness and healthier food choices
- Move to Improve physical fitness program
- Penny Harvest and subsequent service projects
- Preston High School Big Sister Mentoring Program

Together, parents, guardians, students, staff and community, we can ensure that our children will achieve their personal best, develop into lifelong learners, and become contributing members to society.

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**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.

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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. 072 Dr. William Dorney							
District:		8	DBN:	08X072	School BEDS Code:		320800010072		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
<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		72	72	72			90.9	91.7	TBD
Kindergarten		95	120	140					
Grade 1		123	125	158					
Grade 2		153	146	128					
Grade 3		136	162	134					
Grade 4		137	146	161					
Grade 5		162	139	157					
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		26	10	23					
Total		904	920	973					
<b>Student Stability - % of Enrollment :</b>					<b>Poverty Rate - % of Enrollment :</b>				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
		91.9	90.3	TBD			74.0	73.6	79.4
<b>Students in Temporary Housing - Total Number :</b>					<b>Recent Immigrants - Total Number :</b>				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
		9	27	TBD			0	2	0
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<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		93	91	96	Principal Suspensions		73	33	TBD
# in Collaborative Team Teaching (CTT) Classes		62	60	57	Superintendent Suspensions		17	10	TBD
Number all others		57	66	51					
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<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
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Teachers		79	74	TBD
# in Transitional Bilingual Classes		0	0	0					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		64	48	47					

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	5	9	26	Number of Administrators and Other Professionals	32	32	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	18	17	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	98.7	95.9	TBD
				% more than 2 years teaching in this school	73.4	81.1	TBD
				% more than 5 years teaching anywhere	63.3	66.2	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	90.0	95.0	TBD
American Indian or Alaska Native	0.3	0.2	0.4		99.2	99.1	TBD
Black or African American	27.2	25.3	23.3				
Hispanic or Latino	61.1	63.0	64.2				
Asian or Native Hawaiian/Other Pacific Isl.	4.3	4.2	4.0				
White	7.1	6.8	6.6				
<b>Male</b>	51.9	52.1	51.2				
<b>Female</b>	48.1	47.9	48.8				
<b>2009-10 TITLE I STATUS</b>							
√	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			
	√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	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							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	Elementary/Middle Level			Secondary Level			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√sh	√					
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>6</b>	<b>6</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	96.9			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	8.3			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	58.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	11.3						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>PH</sup> = 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			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?

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PS 72 has made considerable gains and exhibited growth over the past three years. In February 2007, Margarita Colón assumed the position of principal, immediately conducted a needs assessment, and implemented a program of change. The schools overall growth can be attributed to not only the strong leadership by the new administration, the reconfiguration and strengthening of differentiated instruction, the analysis and use of data to guide instruction but also to the hard work and dedication of our students and teachers. However, with NYSED's readjustment of 2010 NYS ELA and Mathematics rubrics and cut scores, PS 72 experience decreases in their scores as many other schools have. In light of the new results and in an effort to address recent decreases, we have conducted a new needs assessment and determined how the needs of our school have changed.

Due to the new state testing exam requirements, PS 72, as 81% of schools city-wide had a large decline in scores. After making considerable gains over the previous two years, PS 72 had a whole school average of students achieving levels 3 and 4 on the NYS ELA Test of 65% decrease to 36%. On the NYS Math Test, we decreased from 84% of grades 3- 5 students achieving levels 3 and 4 to 46.1%. The results for PS 72's subgroups followed this trend in the data. For 2008-2009, PS 72 met all necessary AMOs and AYPs for our NCLB state accountability. However, we remained as a SINI Year 2 school. Our NCLB status has yet to be determined for 2009-2010. Gains made during 2007-2009, indicated that we were working ourselves towards being considered a School in Good Standing for the school year, 2010-2011.

The evolution of PS 72 as a learning community began with a new administration in 2007. The following time line marks significant changes to the structure at PS 72, and the instruction that our students are receiving.

2007-2008

- Locations of classrooms are reorganized to create grade level hallways and ensure the integration of Special Education classrooms with General Education.
- Weekly, grade-level common preps are scheduled to provide collaborative planning time.
- Implementation of the 100 Book Challenge to address the independent reading component of our Literacy Block.

- Out of School Time OST provides afterschool programming from 3:00-6:00 pm, and during school and summer vacation.

#### 2008-2009

- Continued implementation of the 100 Book Challenge.
- Use of MONDO Publishing resources and extensive on-site professional development to support the shared and guided reading components of our Literacy Blocks.
- Implementation of Writing Matters to address the 4<sup>th</sup> grade Writers Workshop.
- Two weekly, grade level common preps are scheduled to provide collaborative planning time.
- Implementation of Headsprout early reading program to address Literacy needs for struggling readers and ELLs.
- Implementation of Everyday Math's 3<sup>rd</sup> Edition EDM, which included a specific component for differentiated instruction.

#### 2009-2010

- Continued implementation of the 100 Book Challenge.
- Continued use of MONDO Publishing resources and professional development.
- Continued implementation of EDM.
- Based on an internal assessment, discontinuation of Headsprout.
- Implementation of Imagine Learning, which support struggling readers, and ELLs.
- Implementation of Lucy Calkin's Units of Study and writers celebrations in PK – 5.
- Staff form a Special Education committee to better address the needs of their population.
- At the request of the Special Education SE committee, weekly common preps are scheduled for self-contained SE teachers and for ICT teachers.
- ICT classes are expanded to include each grade, K-5, and two classes on 4<sup>th</sup>.
- Weekly grade-level common preps are scheduled, in addition to, preps for cluster teachers.
- Implementation of Studio in a School for gr. 3 via a federal grant.

Upon reflecting on the current data, we continued and expanded many of these initiatives for the 2010-2011 school year. Over the past three years, we have been able to purchase and implement programs that address each component of the Literacy and Mathematics blocks. Scheduling common preps and collaborative planning time continues to be a top priority, in order, to continue the development of grade Professional Learning Teams. We have scheduled a weekly common prep for Grade Leaders, in order to increase vertical instructional coherence. On a monthly basis use this period for a Full-Cabinet meeting. This is also an opportunity to establish turn-keying of initiatives and professional development to the rest of the staff. Imagine Learning will be expanded to address struggling readers, students with IEPs and ELLs grades K – 5. Additionally, PS 72 has chosen to use a councilman's technology grant of \$150,000 to update our media center, continue our license for Imagine Learning program as well as purchase and install additional Interactive Whiteboards. Furthermore, based on our data and recent NYCDOE Progress Report, PS 72 will implement the use of several programs including: a new Fountas and Pinnell running record assessment, which will be use in addition to our MONDO program, a BELL after

school SES program, Ticket to Read intervention program and the city's Special Education Phase I initiative. PS 72 has four academic intervention specialists who provide staff development, including voluntary math meetings, in-class assistance and implementation of differentiated instruction. In addition to our class inter-visitation program, PS 72 is also arranging for inter-school visitations to allow teachers to learn from best practices at peer schools.

PS 72's Data Inquiry Team is committed to examining our schools data, identifying student populations with the greatest need, and establishing new ways to meet those needs.

- In 2009-2010 sixteen second grade students who were below reading level were selected for an enhanced reading program. By the end of the academic school year these students had made a dramatic increase in their overall reading levels. As a result, Reading A-Z is now used school wide.
- In 2010-2011 after a review of our NYCDOE Progress Report, we noted two areas of concern. Math, which had always been our strongest area, had significant decreases. Secondly, the populations to make the least overall academic gains were our students with special needs. This year we have chosen to create two subcommittees within our DIT; one will be a math cohort and the other an ELA cohort for students with IEP's within general education classroom.

Finally, other accomplishments that set our school apart from others are our successful implementation of programs like Success for Kids (SFK), PBIS, Student Leadership, Education through Music (ETM), Bully in a Box, Student Teacher Mentoring, and the No Place for Hate program. These programs allow us to meet the needs of the whole child.

## 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.

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**Goal 1:** To increase the quality and quantity of professional development school-wide.

**Goal 2:** To enhance intervention services in alignment with the Response to Intervention model.

**Goal 3:** To begin to explore the new Common Core State Standards with the instructional staff.

**Goal 4:** To continue to increase the levels of Safety and Respect as identified on the 2009-2010 Learning Environment Survey.

**Goal 5:** To increase student attendance school wide as reflected on the 2009-2010 Progress Report.

**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):	
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Grades 3 – 5 students will make ELA text level gains through increased quality and quantity of professional development of staff. A minimum of 50% of students in grade 3 will achieve the Fountas &amp; Pinnell text level P as indicated on running reading records. A minimum of 55% of students in grade 4 will achieve the Fountas &amp; Pinnell text level R as indicated on running reading records. A minimum of 60% of students in grade 5 will achieve the Fountas &amp; Pinnell text level U as indicated on running reading records.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Personal Leadership:</u></b></p> <ul style="list-style-type: none"> <li>• Principal and assistant principals will attend monthly scheduled grade conferences to ensure that teachers are receiving relevant, ongoing professional development.</li> <li>• Principal has created a schedule where all teachers grades K-5 have two collaborative planning periods per week.</li> <li>• Principal has created a schedule for vertical planning from grades Pre K to 5.</li> <li>• Grade leaders meet with the Principal and the professional development team monthly to receive school wide professional development that they then turn-key to their grade level colleagues.</li> <li>• Professional Development team meets bi-monthly to develop and plan a cohesive a school-wide professional development program.</li> </ul> <p><b><u>Data:</u></b></p> <ul style="list-style-type: none"> <li>• At grade level PLTs and Grade Conference student work is reviewed using a protocol and next steps are generated for professional development needs.</li> <li>• At Professional Development meetings school data (i.e.-Acuity/Items Skill analysis, Progress Report, Learning Environment Survey, etc.) is analyzed to set professional development calendar and generate school goals.</li> </ul> <p><b><u>Curriculum &amp; Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Teachers intervisit identified lab site/model classrooms to view best practices for future implementation as part of the school based intervisitation plan.</li> <li>• Model lessons are provided for teachers to view exemplar instruction for implementation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Common planning time is used for teachers to plan and prepare together to ensure cohesion and learn from one another.</li> </ul> <p><b><u>Staff &amp; Community:</u></b></p> <ul style="list-style-type: none"> <li>• Designated staff will provide parent workshops that revolve around curriculum and instruction and will provide parents with the tools to support their children outside of school.</li> <li>• Teachers will have the opportunity to visit other schools in our network/peer horizon schools to view best practices in identified targeted area and turn-key information to colleagues on their grade.</li> <li>• New teachers or teachers new to the grade are assigned to a buddy teacher for internal mentoring and professional support.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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"> <li>• Funds have been allocated for professional development support from MONDO staff developers for ELA instruction school wide.</li> <li>• Funds have been allocated for professional development in the arts through Education Through Music</li> <li>• As part of the Studio in the Schools grant, 4<sup>th</sup> grade teachers will receive ongoing professional development to infuse visual arts through literacy and math.</li> <li>• Through Network 607 we will receive ongoing professional development both onsite and offsite in all content areas, specifically in mathematics.</li> <li>• As a Phase I, Special Education school, all staff members will receive ongoing professional development in completion of IEPs and including our special needs population into the general education setting.</li> <li>• Title I SWP, Title I ARRA funds, Title III funds.</li> </ul>
<p><b>Indicators of Interim Progress and/or projected gains</b></p>	<ul style="list-style-type: none"> <li>• Agendas, minutes and sign-in sheets of attendance for all Professional Development meetings.</li> <li>• Agendas, minutes and sign-in sheets of attendance for all grade conferences and PLTs</li> <li>• Data collected from ARIS and Acuity to show student progress following targeted professional development</li> <li>• Formal and informal observation of instruction to ensure the implementation of professional development.</li> <li>• Learning walks: noticings and wonderings</li> </ul>

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Identified students will make gains on the 2011 NYS ELA Test through the enhancement of intervention services in alignment with the Response to Intervention model. At least 60% targeted students identified for Literacy Intervention Services will make 1.25 years gain on the 2011 NYS ELA Test.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Personal Leadership:</b></p> <ul style="list-style-type: none"> <li>• Principal will meet with Intervention staff and the administrative team to identify those students in need of intervention services.</li> <li>• Principal has designated an “at risk” class on each grade and an intervention specialist in ELA and Math has been assigned to support these classes.</li> <li>• As part of the Phase I Special Education initiative the Principal has created a part time ICT program on both 4<sup>th</sup> and 5<sup>th</sup> Grades. This avoids SETSS students being pulled out of classroom instruction.</li> <li>• Principal meets with the Professional Development Committee to set goals and devise systems and structures to carry out the necessary intervention services.</li> </ul> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>• Teachers use Acuity interim assessment results to monitor student progress, inform instruction and provide intervention based on student need.</li> <li>• We have added two interim assessment checkpoints to monitor student progress using the Fountas and Pinnell Assessment Kits. This is in addition to the three benchmark periods in which teachers use MONDO to assess.</li> <li>• Based on assessment outcomes a “prescription of intervention” is designed to meet the individual needs.</li> <li>• Students in grades 3, 4 and 5 will continue to receive simulation assessments in ELA and Math and use the item skills analysis to drive instruction and differentiate for individual student needs.</li> <li>• ARIS will continue to be used to identify all students with an IEP and to monitor and track the performance of these students.</li> <li>• Intervention/support teachers will continue to maintain data binders with individual and class data to inform teaching and identify patterns and trends. Both formal and informal sources of data are included.</li> <li>• Student Profile Sheets are completed by each teacher to get a holistic view of each of the students and how to best utilize their strengths and address their needs.</li> <li>• CST (Child Study Team) reviews data on the targeted students to ensure that goals are being</li> </ul>

	<p>met and to monitor and revise interventions when necessary.</p> <ul style="list-style-type: none"> <li>• During grade level PLTs and Professional Development team meetings we will review student work to inform our intervention needs.</li> </ul> <p><b><u>Curriculum &amp; Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Teachers will continue to differentiate instruction and provide small group instruction based on targeted need (Tier I Intervention)</li> <li>• Math Intervention and Literacy Intervention Teachers, as well as the IEP teacher, Part Time ICT teacher and Math Staff Developer will provide intervention services to students in the targeted intervention classes.</li> <li>• Math Block II allows for Tier I intervention to address the mathematics standards on each grade level.</li> <li>• Literacy Intervention Specialists use the Fountas and Pinnell Intervention Kits to support students with comprehension.</li> <li>• Imagine Learning English (a computer based intervention) will be used for targeted students at risk.</li> <li>• Staff will be trained in Great Leaps to provide students with intervention in Fluency.</li> <li>• The Mondo Literacy resources allow for Tier I intervention in the classroom during guided reading.</li> </ul> <p><b><u>Staff &amp; Community:</u></b></p> <ul style="list-style-type: none"> <li>• Network 607 is providing onsite support in designing our Response to Intervention in both ELA and Mathematics.</li> <li>• Parent workshops are arranged by Parent Coordinator and PTA to support parents with at home intervention</li> <li>• SES services will be provided as an intervention for all students</li> <li>• Learning Leaders will be trained to provide intervention services to targeted students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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"> <li>• Collaborative planning time (PLTs) on all grades has been scheduled to allow for review of data and student work.</li> <li>• Special Education Committee has a common planning time scheduled weekly.</li> <li>• CST team and Professional Development Team are scheduled bimonthly to review data and align intervention services.</li> <li>• ARRA grant will support the intervention efforts across all grade levels.</li> <li>• Title I SWP and IDEA funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Agendas, minutes and sign-in sheets of attendance for all CST and Professional Development meetings.</li> <li>• Agendas, minutes and sign-in sheets of attendance for all grade conferences (PLTs)</li> <li>• Data collected from ARIS and Acuity to show student progress following intervention services.</li> <li>• Formal and informal observation of Intervention Service providers by administration on a consistent basis.</li> <li>• Correspondence (notes, e-mails, etc.) regarding the identification of targeted population.</li> </ul>

	<ul style="list-style-type: none"> <li>• Intervention Specialists keep current data on the students that they provide Tier II intervention services for.</li> <li>• Student work is reviewed and evaluated against standard based benchmarks.</li> </ul>
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**Subject/Area (where relevant):** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To develop a plan that aligns the PS 72 curriculum maps with the Common Core State Standards. At least 20% of inquiry team work will focus on the CCSS. This combines PS 72's first year launch of the new standards with moving targeted student populations through grade-level data inquiry.
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<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p><b><u>Personal Behavior:</u></b></p> <ul style="list-style-type: none"> <li>• Principal, Administrative Staff and trained CCSS core team will use their timeline to schedule opportunities for staff to review and familiarize themselves with the new standards.</li> <li>• Professional Development time is allotted for reviewing the CCSS</li> <li>• Principal has designated a CCSS liaison to support the initiative and bridge the connection between the network and the school</li> <li>• Scheduling has been designed so that grade leaders can meet for vertical planning.</li> </ul> <p><b><u>Data:</u></b></p> <ul style="list-style-type: none"> <li>• Teachers review student work against exemplars identified by CCSS</li> </ul> <p><b><u>Curriculum and Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Staff will collaborate during Grade Level Conferences and PLTs to familiarize themselves with the continuum of instruction as delineated in the CCSS</li> <li>• Teachers will collect and review student work to generate UbD (backwards planning) and tasks which are aligned with the CCSS</li> <li>• Vertical grade level teacher leaders meet on a regular basis to review and plan instruction in ELA and Mathematics.</li> <li>• Curriculum Mapping team meets monthly to review curriculum maps and ensure alignment to the CCSS</li> </ul> <p><b><u>Staff and Community:</u></b></p> <ul style="list-style-type: none"> <li>• Onsite and Offsite Professional will be provided around the CCSS</li> <li>• Parent workshops will be held to inform parents of the CCSS</li> <li>• An action plan and timeline will be developed for the three year roll-out of CCSS initiative.</li> </ul>
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<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</i></p>	<ul style="list-style-type: none"> <li>• Through Network 607, professional development will be provided for targeted PS 72 staff who will turn-key and initiate the launch of CCSSI on the school level.</li> <li>• Faculty and Grade Conferences will be scheduled to support the launch of the standards.</li> <li>• Title I SWP, Title I ARRA funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student work displayed on bulletin boards will begin to show evidence of the new CCSS</li> <li>• Curriculum maps will begin to align with Common Core State Standards</li> <li>• Sign in Sheets, Agendas and Minutes from all grade level and vertical collaborative planning meetings.</li> </ul>

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**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to increase the levels of Safety and Respect as identified on the 2010-2011 Learning Environment Survey. The 2011 Learning Environment Survey report in the category of Safety and Respect will show an increase from a score of 7.9 to 8.1.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Personal Behavior:</b></p> <ul style="list-style-type: none"> <li>• Principal will model positive behavior by conducting student conferences, encouraging an open-door policy and praising correct choices.</li> <li>• Principal will provide “Bee-bucks” as part of the Positive Behavior Intervention System (PBIS) to individual students as well as classes who show exemplar behavior.</li> <li>• Principal has availed the space in the school building to institute the Promise Zone initiative (on-site mental health clinic)</li> <li>• Principal and Guidance Staff were accepted through an application to the Anti-Defamation League to be a part of the NO PLACE FOR HATE SCHOOL</li> <li>• Principal has reorganized lunch periods so that older students can act as role models for younger grade students (older students will serve as lunch leaders).</li> <li>• Principal, Guidance Staff and Parent Coordinator will launch an anti-bullying and peer mediation program to promote safety and respect.</li> </ul> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>• Suspensions and reported incidents are tracked to monitor how PBIS has influenced our character development initiative on both OORS and SWIS.</li> <li>• A “check-in”/“check-out” mentorship program will continue to give students an adult to confide in and promote an additional positive relationship with.</li> <li>• Pre and Post PBIS surveys will continue to be administered to gather student feedback.</li> <li>• Student interviews and feedback forms will take place to select model citizens for lunch</li> </ul>

	<p>leaders and PBIS student representatives.</p> <p><b><u>Curriculum and Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• The PBIS initiative was re-launched through a school-wide assembly program.</li> <li>• Classes will continue to earn “bee-bucks” for being safe, respectful and responsible in class and around the school.</li> <li>• School counselors will provide classroom workshops for students on character education.</li> <li>• Targeted students will be trained for peer mediation and for other leadership roles to promote safety and respect school-wide.</li> </ul> <p><b><u>Staff and Community:</u></b></p> <ul style="list-style-type: none"> <li>• Cluster 6 PBIS staff will provide onsite support to help promote safety and respect at PS 72</li> <li>• During PTA conferences PBIS will be introduced and supported.</li> <li>• School incentives will be linked to attendance.</li> <li>• Selected group of students will be identified to participate in the big sister/little sister program sponsored by Preston High School Center of Compassion.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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"> <li>• Through a grant, Promise Zone will provide on-site psychiatric mental health.</li> <li>• Funds will be allocated for school-wide performances addressing bullying.</li> <li>• PS 72 is “No Place for Hate”, which is a free program provided by the Anti-Defamation League.</li> <li>• Title I ARRA and IDEA funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• PBIS liaisons visit the school to provide us with feedback and inform next steps.</li> <li>• Number of “bee-bucks” for both individuals and classes increase.</li> <li>• All staff uses a common language when speaking to students.</li> <li>• The number of suspensions and incidents decreases.(SWIS and OORS)</li> <li>• Attendance increases school wide</li> <li>• Review of participation logs from Preston High School Center of Compassion director.</li> </ul>

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student attendance school wide as reflected on the 2010-2011 Progress Report. Student attendance will increase from 91% to a minimum of 92% as reflected on the 2010-2011 school progress report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Personal Behavior:</u></b></p> <ul style="list-style-type: none"> <li>• Principal will announce the class with perfect attendance daily over the public address system and award those classes with bee-bucks.</li> <li>• Every three months students who have attained 100% attendance will receive an incentive.</li> <li>• 100% Attendance awards will be scheduled for monthly to honor those students who received 100% attendance for the month.</li> <li>• Principal and Staff will be in attendance to model best practice for students.</li> <li>• Principal meets bi-monthly with the attendance team to monitor and revise the attendance plan.</li> <li>• Assistant Principals will monitor their grade level attendance for patterns and trends and make necessary outreach to homes.</li> </ul> <p><b><u>Data:</u></b></p> <ul style="list-style-type: none"> <li>• Attendance percentages are monitored daily, weekly and monthly, to identify patterns and trends.</li> </ul> <p><b><u>Curriculum and Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Teachers will encourage attendance daily and will model for their students by being in attendance.</li> <li>• Teachers will share with students the importance of attendance as it correlates with academic achievement.</li> <li>• The student grading policy will also include an attendance rubric to rate students.</li> </ul> <p><b><u>Staff and Community:</u></b></p> <ul style="list-style-type: none"> <li>• Perfect Attendance will be held monthly to invite families to celebrate their children’s accomplishment of attending school daily.</li> <li>• Parent Coordinator and PTA will do outreach in the community for donations of incentives to be given to students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Attendance teacher will do outreach for chronic absences/latenesses.</li> <li>• An automated phone system will be purchased to inform parents of their children's daily absences.</li> <li>• End of year trip will be held to honor those students who have had 100% attendance for the entire school year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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"> <li>• Funds will be raised to provide incentives to students.</li> <li>• An automated phone system to notify parents of absences has been purchased by the school.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Attendance plan is continually reviewed and updated</li> <li>• ATS daily attendance roster shows increase in attendance</li> <li>• Telephone/mail/home visit contact logs</li> <li>• Attendance certificates and names on bulletin board</li> <li>• ATS iLog</li> <li>• Number of classes receiving 100% attendance daily</li> <li>• Automated telephone call system to alert parents/guardians of student absences</li> </ul>

## **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	6	0	N/A	N/A	0	5	12	0
1	34	40	N/A	N/A	3	5	12	0
2	27	39	N/A	N/A	5	5	10	1
3	33	39	N/A	N/A	33	5	10	2
4	33	19	19	33	43	5	8	0
5	38	6	6	38	51	5	10	0
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• <b>Wilson/Fundations Reading Program</b></li> <li>• <b>Guided Reading</b></li> <li>• <b>Imagine Learning English</b></li> <li>• <b>Studio in the Schools</b></li> <li>• <b>Fountas &amp; Pinnell Intervention Kit</b></li> <li>• <b>Fountas &amp; Pinnell Assessment System</b></li> <li>• <b>Ticket to Read</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Phonics program that teaches students the systems and structures of the English language. This is provided as a whole class intervention during the literacy block in grades Kindergarten-Second Grade. AIS teacher provides small group push-in support with this program as well. This phonics program also focuses on fluency as students emerge as readers.</i></li> <li>• <i>Guided reading is provided in grades K-5 by both the classroom teacher, as well as by a push-in support Literacy Intervention Specialist (LIS) teacher, during the Literacy Block. These are groups of no more than six students who are instructed on their Fountas and Pinnell Instructional Reading Level. Data is used to inform groups..</i></li> <li>• <i>A computer generated student-centered program, which focuses on the five components of reading success (phonemic awareness, phonics, fluency, vocabulary and comprehension). Data is recorded and tracked ongoing. This is offered throughout the school day.</i></li> <li>• <i>Infusion of visual/studio art in third grade and fourth grade classrooms which supports academic progress in both Literacy and Math. Data is tracked for these students as a three year longitudinal study conducted by Metis. This takes place during the school day on Wednesdays and Fridays.</i></li> <li>• <i>Uses leveled text, word work, and phonics to build comprehension. This is used as necessary throughout the school day.</i></li> <li>• <i>Assessment system utilized by teachers that analyzes students reading performance. This is used as necessary throughout the school day.</i></li> <li>• <i>An online fluency and comprehension program offered to all grades throughout the school day.</i></li> </ul>
<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiation Options from Everyday Math (Math Block II)</b></li> <li>• <b>Everyday Math Games</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Small group curriculum instruction for differentiating instruction based on previously assessed skills. This happens within the math block during the regular school day. It is targeted small group instruction.</i></li> <li>• <i>Application of previously taught skills in mathematics occurs during the small group use of games. These games help students to practice and master basic math skills.</i></li> </ul>

<ul style="list-style-type: none"> <li>• <b>Studio in the Schools</b></li> <li>• <b>Education through Music (ETM)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Infusion of visual/studio art in third grade and fourth grade classrooms which supports academic progress in both Literacy and Math. Data is tracked for these students as a three year longitudinal study conducted by Metis</i></li> <li>• <i>Music program that infuses math and mathematical concepts through music</i></li> </ul>
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• <b>Guided Reading (Non-Fiction in Content Area)</b></li> <li>• <b>Hands-on, Inquiry Based Science Instruction</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Establishing a system for those students who have been identified as at-risk in Science are in small groups with the LIS provider to read more non-fiction based literature to increase their knowledge of scientific concepts.</i></li> <li>• <i>Students are given an opportunity to explore scientific concepts through the use of inquiry based, hands-on experiments. This is provided as a push-in service by the three Science cluster teachers.</i></li> </ul>
<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <b>Guided Reading (Non-fiction in content area)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students who have been identified as at-risk in Social Studies are in small groups with the AIS providers to read more non-fiction based literature to increase their knowledge of Social Studies concepts. Students are given time to explore DBQs and compare and contrast documents during this small group instruction.</i></li> <li>• <i>Grades 4 &amp; 5 social studies concepts are also taught as reading concepts through the utilization of trade books allowing for further small group instruction</i></li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p><b>Student as Leaders Program</b></p>	<ul style="list-style-type: none"> <li>• <i>Small group and individual counseling sessions to provide support for students.</i></li> <li>• <i>Lunch groups to support students in transitioning into a larger, more social setting such as the cafeteria. Games and role-play of social behavior.</i></li> <li>• <i>Students are assigned school service responsibilities throughout the school during lunch periods as they modeled positive behavior</i></li> </ul>
<p><b>At-risk Services Provided by the School Psychologist:</b></p> <ul style="list-style-type: none"> <li>• <b>Therapeutic games and discussions</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>One on one meeting with students to provide additional social-emotional support. Support is provided in terms of discussions regarding feelings about school issues and personal behavior</i></li> </ul>
<p><b>At-risk Services Provided by the Social Worker:</b></p> <ul style="list-style-type: none"> <li>• <b>Therapeutic games and group discussions</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>At-risk counseling is provided by the social worker in either individually or in small groups. Tools used during at-risk counseling are relevant books, art work and therapeutic games. The goal is to communicate in a positive manner to express feelings, develop positive peer relationships and reduce anxiety. Groups are arranged according to similar needs</i></li> <li>• <i>FBA meetings are held with parents, teachers, and students to modify behavior</i></li> </ul>

**At-risk Health-related Services:**

- *Occupational and Physical Therapists provide one-on-one mobility training for students who have both gross and fine motor impairments*

DRAFT

**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.

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**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: 56      LEP 0      Non-LEP \_\_\_\_\_  
Number of Teachers 1      Other Staff (Specify) 1

**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.

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*Our ESL program supports students from multicultural facets, the children are serviced solely in the English language. PS 72 has a free-standing ESL program. There are 56 ELLs in the school, 50 of which are being served through the program. Our mandated services are provided as a push-in model based on the student's required minutes.*

### **The ESL After-School Support Program**

*The ESL After School Support Program is offered to all ELL students in grades 1-5. The goal of the program is to prepare students to achieve English proficiency. All of the beginner, intermediate and advance level ELLs are invited to attend.. The program duration is as follows; Wednesdays and Thursdays from 3:10 – 5:10 pm. It is scheduled to begin February 2 and continue until April 28, 2011. The service providers are certified ESL and Bilingual teachers. The ESL teacher will be present when a common branch teacher or content area teacher is participating in the program. A supervisor will assume responsibility for the overall program. He or she will prepare teachers for the necessary aspects of NYSESLAT TEST PREP The materials . The supervisor will assist teachers in the implementations of Test Prep Strategies. The supervisor will be responsible to communicate formally and informally with parents. The supervisor oversees appropriate records, including attendance.*

**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.

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*As part of our professional development sessions through MONDO literacy resources, which are conducted by outside consultants, and tailored specifically for K-2 teachers and 3-5 teachers, teachers receive professional development in literacy instruction. This program incorporates best practices in ESL strategies. Oral language development, language acquisition approaches and questioning techniques are focused on during these Professional trainings. These workshops are offered on a regular basis beginning in November and running throughout the school year (dates are assigned based on consultant availability). Teachers will be provided with on going professional development on Writer's Workshop incorporating strategies that can be used to scaffold instruction for ELL students. As an entire faculty we were introduced to the Progress report. Currently we have been exploring the implications of the Progress report at grade level conferences and during data dialogues. These data dialogues encourage teachers and administrators to engage in conversation focused on student work and the implications for instruction. At these meetings we always discuss adaptive strategies for our sub groups of Special Education and ELL students. All of this professional development is ongoing and is based on the needs assessments.*

**Section III. Title III Budget**

**School:** 08X072

**BEDS Code:** 320800010072

<b>Allocation Amount: \$15,000</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$7,484	150 hours of per session for ESL to support ELL students
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials. Must be clearly listed.</li></ul>	\$7,516	Textbooks, test prep books used in afterschool program, Fundation Kits for early grades, supplies for supplemental programs
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000	

### 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**

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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.

*The initial analysis of the Home Language Survey provides us an opportunity to review the language needs of enrolling students. P.S. 72 studies the school demographic and students ethnic backgrounds.*

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.

*These findings show that Spanish is widely spoken by more than 85% of the ELL population. On a smaller scale, others speak Chinese, Urdu, and Portuguese.*

#### **Part B: Strategies and Activities**

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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.

*To guarantee delivery of information, written translation of parent letters and other vital documents are done in-house by a bilingual paraprofessional. If necessary to provide information in languages other than English and Spanish, we contact the office of Translation and Interpretation through the Department of Education. We ensure that these documents are submitted to this office at least two weeks in advance of date of distribution.*

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.

*In house oral interpretation is provided by the staff during parent conferences as well as on Parent Teacher Conferences. Parents also receive written notification in their native language when necessary. The need for oral interpretation during PTA meetings and Parent Workshops has increased. Staff members are hired to be available to assist with translation during Parent Teacher Conferences. The Principal of P.S. 72 is bilingual, as is the Parent Coordinator; therefore they are able to conduct parent conferences in Spanish when necessary. There are some staff members who are bilingual and are able to conduct translation services as they are needed.*

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

*When necessary to provide information in languages other than English and Spanish, we contact the office of Translation and Interpretation through the Department of Education We ensure that these documents are submitted to this office at least two weeks in advance of date of distribution.*

**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:	\$519,170	\$499,515	\$1,018,685
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,192	\$4,564	\$9,756
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,960	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$51,920	*	

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.

PS 72, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. PS 72's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and trained volunteers as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills. It also provides parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

In developing the PS 72 Parent Involvement Policy, the PS 72 PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy. To increase parent involvement, PS 72 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.

- Provide written translations
- ARIS center has been created to increase parent involvement and workshops.

PS 72 will encourage more school-level parental involvement by:

- Holding an annual Parent Curriculum Night
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Providing school planners for daily written communication between school/teacher and the home.

**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.

### School-Parent Compact

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

#### ***The School Agrees***

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To enhance communication between teachers and parents through;

1. Parent-teacher conferences held two times during the school year;
2. Parent-teacher meetings scheduled by appointment during professional times;
3. Student report cards distributed three times during the school year;
4. Student interim progress reports distributed three times during the school year;
5. Promotion in Doubt letters distributed once during the school year;
6. Reasonable access to staff;
7. Opportunities to volunteer and participate in their child's class;
8. Open-school week held once during the school year;
9. Observation of classroom activities.
10. Provide parent location access for ARIS

## **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.

*There is a comprehensive needs assessment in section IV of this document.*

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

*Over the past three years, PS 72 has implemented many procedural, organizational, and instructional changes to enhance the success for all of its students. New resources (i.e. Imagine Learning), MONDO, materials, computers and smartboards have been purchased and put into classrooms. Changes have been made to support a more collaborative work environment, and*

*professional development for staff. Part of the schools scheduling program includes common planning time in each grade, across the subjects, as well as across grade level and inclusive of special education classes. The needs of specific student groups have been identified and addressed.*

- 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.

*PS 72 has an afterschool program to meet the needs of students. In November 2010, we will establish an additional SES afterschool program through the Building Educated Leaders for Life (BELL) and CBO, Out of School Time (OST). This program is Monday – Friday from dismissal to 6 pm, and provides a much needed place for students to go during the afternoon hours. OST provides homework help and recreational activities.*

- o Help provide an enriched and accelerated curriculum.

*PS 72 continues to implement the 100 Book Challenge independent reading program which began in 2007. This is a systematic program that allows students to read on their independent reading level and to progress at their own pace. Individual progress is monitored and supported through leveled skill cards and one-on-one conferencing with their teacher. The program also focuses on increasing reading stamina by recording “steps” (1 step=15 minutes of “eyes on the page” reading) and incentives. PS 72 also continues to support a professional development program that focuses on differentiated instruction of students with identified needs and those students that are advanced.*

- o Meet the educational needs of historically underserved populations.

*PS 72 has a large Special Education population. When we purchased the 100 Book Challenge (mentioned in the previous bullet), our focus was on grades K – 3, and all Special Education classes. We are currently continuing the use Imagined Learning English program to further meet the needs of our special education and ELL students.*

- 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.

*As mentioned above, PS 72 is in the process of implementing Imagined Learning and continuing with the 100 Book Challenge independent reading programs. After piloting a PBIS program in the fall of 2007, we chose to continue the program on a wider*

*scale in 2008-2009 as well as adding an additional level of the program in the 2009-2010 school year. This is a positive behavior intervention program that emphasizes and rewards exemplary behavior through matrices and the distribution of "Bee Bucks". "Bee Bucks" can be awarded to a class or an individual, and can be redeemed for prizes at the "Bee Buck" store. Additions such as a PBIS special Holiday gift shop and parent Bee Bucks for parental involvement have been instituted. To address oppositional behavior, PS 72 has formed a Crisis Intervention Team.*

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

*For the 2010-2011 school year, 100% staff members at PS 72 are considered "highly qualified".*

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

*Various programs have been purchased to address each component of balanced literacy. MONDO consultant provide professional development on a regular basis. On a daily basis, LIS/MIS providers and the Math Coach provide professional development and in-classroom support. In addition, to the intervisitation between staff, PS 72 takes small groups to visit peer schools. During the summer, school representatives attended the CCSSI institute, and are currently in the process of launching the new standards on the school level. For the 2010-2011 school year, we intend to identify lab classrooms on each grade.*

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

*Although we are not currently in need of staff, PS 72 has worked hard to create a positive work environment for its staff. Collaboration among colleagues is strongly encouraged and supported. We have also embarked on an ambitious professional development plan to ensure that our teachers have the tools and practices to address the needs of all students. Over the past three years, we have implemented the 100 Book Challenge as part of the independent reading component of our Balanced Literacy Block. We have continued to utilize the MONDO shared and guided reading resources into our balanced literacy block. P.S. 72 acquired Imagined Learning English program which is computer based and offers services to ELL, Special Ed, and any student requiring intervention.*

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

*Parental involvement at PS 72 has increased dramatically over the past three years. In the year of 2008-2009 we hired a new parent coordinator, and have begun to regularly hold workshops and family events at the school: i.e. Curriculum based workshops, a parent-child book club, Food Pantry, Parent Journal Writing, Learning Leaders, Mother's Day Celebration, Pre-Thanksgiving Bake and Take and Meal, Dad & Me Baseball game. The administration has also worked closely with the PTA in joining Attendance Award ceremonies with their monthly meetings to increase attendance.*

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.

*At PS 72 we offer preschoolers and their families with opportunities to smoothly transition into an Elementary school setting. We offer a parent orientation to inform parents of the instructional program. We invite outside early childhood programs to view our school site. During pre-registration, students are invited to meet the teachers and get acquainted with the new school environment. We also stagger the first week of school so that students have the opportunity to gradually separate from their parents or guardians.*

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.

*PS 72 has numerous school-wide committees that include administrators, out-of-classroom staff, teachers, and parents as members. The Data Inquiry Team (DIT), Professional Development Team, Full Cabinet which includes grade leaders, grade level curriculum mapping and School Leadership Team are a few examples. Each team relies on regular data collection and analysis to determine their agendas. Data inquiry has been expanded this year to grade level Professional Learning Teams (PLTs).*

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.

*In January 2010, PS 72 implemented the Imagined Learning program. This computer-based program targets under-performing, ELL and Special Education students. Students progress at their own pace. Data is continuously produced for the teacher to inform instruction. PS 72 also has Supplemental Education Services through BELL that meet Monday through Friday after school. Students have been identified based on their NYS ELA and Math test scores, and on individual needs, receive 37.5 minutes of intervention.*

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.

*We are continuing the Success for Kids program. Success for Kids teaches confidence and enables students to make informed and better decisions. In addition, we are implementing the Bully in the Box and "No Place for Hate" programs to combat bullying behavior.*

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

### ***Explanation/Background:***

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by

ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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	✓			\$519,170	✓	17, 19, 21
Title I, Part A (ARRA)	Federal	✓			\$499,515	✓	17, 19, 21, 23
Title II, Part A	Federal	✓			\$256,937	✓	
Title III, Part A	Federal	✓			\$15,000	✓	17
Title IV	Federal			✓			
IDEA	Federal	✓			\$523,416	✓	19, 23
Tax Levy	Local	✓			\$4,010,686	✓	

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## 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.

*P.S. 72 is a School Wide Title 1 School.*

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

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

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

**NCLB/SED Status:** SINI 2

**SURR<sup>3</sup> 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.

PS 72 was designated as a School in Need of Improvement (SINI) based on its 2006-2007 performance. Over the past three years, PS 72 has made significant progress in terms of New York State assessments and NCLB, Progress Reports and Quality Reviews. After successfully meeting AYP targets based on our 2007-2008 performance, we did not meet the AYP for the Students with Disabilities subgroup the following year. However, PS 72 did successfully meet AYP in all subgroups in 2008-2009. This includes the addition of a Limited English Proficient subgroup. For 2009-2010, PS 72 did not meet AYP targets in ELA for Students with Disabilities and LEP. Had we met these targets, PS 72 would have been considered a school In Good Standing. PS 72 is currently considered SINI – Year 2.

After a change of administration in the Spring of 2007, the administration assessed the status of current programs, procedures, and practice. A myriad of areas in need of improvement were identified, and effective measures and action plans were put in place. We have built upon initial organizational and programming measures to allow for cross curriculum, cross grade collaboration to create horizontal and vertical cohesiveness. Common planning time continues to be scheduled at least on a weekly basis for each grade. Most grades have two weekly common preps. We have expanded our allotment of common planning time to now include weekly common preps for self-contained Special Education (SE) classes, ICT classes, and cluster teachers. SE and ICT teachers continue to meet on grade level as well. In the 2008-2009 school year, we reorganized our cluster programs to include three Science cluster teachers to allow a more specific grade level focus.

Since ELA in the subgroup of Students with Disabilities determined our NCLB SINI status, the condition of our Literacy program continues to be an area of focus. Over the past three years, we have gradually focused on the main components of the Balanced Literacy approach. In 2009-2010, we continue to implement the 100 Book Challenge in grades PK – 3 and all Special Education classes. Due to

budget constraints, we continue to implement the iRead independent reading program, which was developed in-house and mirrors the 100 Book Challenge.

For the 2010-2011 school year, we have continued to focus on the shared and guided reading components of Balanced Literacy through our continued investment in utilizing MONDO resources and professional development. During 2008-2009, the initial expenditure of \$128,000 supplied the classroom teachers with teacher guides, a binder of shared reading resources, and leveled guided reading books. For 2009-2010, we employed a MONDO consultant for grades K – 2 and one for Grades 3 – 5. We invested \$30,000 to provide twenty (20) full-days of professional development throughout the school year. In addition, we strengthened the Writer’s Workshop, by purchasing the Units of Study for Primary Writing and the Units of Study for Teaching Writing Grades 3 – 5 by the Teachers College Reading and Writing Project, for all classes in grades K – 5. In an effort to specifically address the needs of our subgroups, Students with Disabilities and Limited English Proficient, we decided not to continue in the implementation of Headsprout, which we had purchased for 2008-2009. Instead, in 2009-2010, we shifted that money to Imagine Learning, which has addressed a wider range of struggling readers and will continue to be implemented for the 2010-2011 school year.

In order to improve the Literacy program at PS 72, and many other programs, increasing the amount and quality of professional development for staff was a necessity. Despite budget constraints, we continue to provide professional development opportunities on and off-site. PS 72 has a high number of paraprofessionals in the classrooms, due to its high percentage of Students with Special Needs. As a result, we continue to recognize the role they play in a special needs classroom, and provide them with professional development opportunities. For the 2009 Election Day professional development, they participated along side their teacher colleagues. The following workshops were specifically provided for teachers and staff that served Students with Disabilities.

- Collaborative Team Teaching: Partnerships that Work
- Writing an IEP
- Imagine Learning program

At the 2010 Election Day professional development, paraprofessionals participated in the following workshops as did the rest of the staff.

- Quality Review and Looking at Student Work
- Common Core State Standards
- Differentiated Mathematics Instruction
- Great Leaps

In an effort to enrich our Literacy program, PS 72 was fortunate to receive a federal grant that will enable us to participate in a special Studio in a School program that links art with Literacy and Math. The grant sponsors a study where three schools that were designated as SINI, will have their third grade cohorts tracked by Metis Associates to determine the effects of implementing an art program with deliberate connections to the two content areas. This cohort is now in the 4<sup>th</sup> grade. PS 72 will also host an after-school program through

SES and our SINI status that specifically address students needs to insure that we meet our AYP targets. BELL afterschool program will be offered on Mondays through Friday and wrap around our OST program to include all students.

PS 782 continues to invest in technology by receiving grants to update the computer lab, establish mobile laptop carts, and continue to install SmartBoards in classrooms. This technology is utilized in general education, collaborative team-teaching, and Special Education classrooms. High-interest classroom libraries were purchased for Special Education classrooms, and the implementation of the 100 Book Challenge increased the amount of classroom library books. We continue to utilize a database in conjunction with our network that directly serves our special needs population by making IEPs and testing modifications more user-friendly.

PS 72's LEP students account for a much lesser percentage of the school population, and do not require a bilingual program. The English as a Second Language program specifically targets meeting the needs of the LEP student group. The ESL provider regularly attends professional development meetings at the Bilingual Education Technical Assistance Center BETAC at Fordham University. Instructionally, we have expanded our license for Imagine Learning English, a computer based program that targets struggling readers and ELLs. For the 2010-2011 school year, we will continue to provide an after-school program that specifically targets the needs of our LEP population.

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.

Although our NCLB status continues to be classified as SINI Year 2, PS 72 did not meet AYP targets in ELA for Students with Disabilities and LEPs. In order to support struggling readers and LEP students, we have expanded our license for Imagine Learning English, an in-classroom and computer based program. We have also purchased high-interest libraries for self-contained Special Education classes. PS 72 is also participating in the launching of the Phase I initiative.

**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.

2010-2011 anticipated Title I allocation = \$519,170; 10% of Title I allocation = \$51,917

The following professional development was provided to staff, and funded with Title I funds.

- 100 Book Challenge and iRead independent reading programs-The 100 Book Challenge provides a structured system of assessing and monitoring reading stamina on the student's independent reading level. Teacher-student conferencing is large part of this program. iRead mirrors this program. Professional development for staff continues to be a component of implementing the 100 Book Challenge and iRead.
  - Imagine Learning-Imagine Learning English is a computer based instructional program that teaches children English and develops literacy skills. Instruction is differentiated to meet the needs of each individual student and adapts to the progress he/she is making.
  - MONDO Publishing-MONDO is a literacy program that serves as the shared and guided reading components of our literacy block. Shared reading resources and leveled guided reading books have been provided to each classroom teacher. On-going professional development is a large part of MONDO
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.  
  
PS 72 has two types of teacher-mentoring programs. First, we have an in-house Buddy Teacher system, where experienced teachers buddy with a new teacher or a teacher that we have identified as being in need of extra support. Second, all staff are required to participate in the inter-visitation program. Each staff member is required to inter-visit with a colleague. This visit consists of a pre-visit meeting to articulate a targeted practice, viewing the lesson, and a written reflection.
  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.

The parents at PS 72 will be informed of the school's NCLB status by letter, and at a monthly PTA meeting

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

*All SURRE schools must complete this appendix.*

**SURRE Area(s) of Identification:** \_\_\_\_\_

**SURRE Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURRE 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 SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

## **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>

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### **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.)

P.S. 72 currently has 9 students living in temporary housing and categorized as (STH)

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

In an effort to meet the needs of our STH students, we have several programs available. We provide busing for students living outside of the immediate school area. This will allow these students to continue to attend P.S. 72, minimize disruption and to maintain a level of stability in their daily lives. We provide home/location tutoring through the Supplemental Educational Services (SES) program.

**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.

DRAFT

**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**

<b>School Name:</b>	P.S. 072 Dr. William Dorney					
<b>District:</b>	8	<b>DBN:</b>	08X072	<b>School</b>	320800010072	

**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		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	72	72	72		90.9	91.7	91.0
Kindergarten	120	140	145				
Grade 1	125	158	146				
Grade 2	146	128	133				
Grade 3	162	134	132				
Grade 4	146	161	144				
Grade 5	139	157	157				
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	10	23	21				
<b>Total</b>	<b>920</b>	<b>973</b>	<b>950</b>				

  

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	91.9	90.3	90.4

  

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	74.0	79.4	79.4

  

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	9	27	34

  

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	0	2	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	91	96	94	Principal Suspensions	73	33	12
# in Collaborative Team Teaching (CTT) Classes	60	57	79	Superintendent Suspensions	17	10	2
Number all others	66	51	24				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	79	74	74
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	32	32	12
# receiving ESL services only	48	47	TBD	Number of Educational Paraprofessionals	18	17	31
# ELLs with IEPs	9	26	TBD				

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	98.7	95.9	98.6
				% more than 2 years teaching in this school	73.4	81.1	90.5
				% more than 5 years teaching anywhere	63.3	66.2	75.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	90.0	95.0	97.3
American Indian or Alaska Native	0.2	0.4	0.1		99.2	99.1	98.7
Black or African American	25.3	23.3	20.5				
Hispanic or Latino	63.0	64.2	68.3				
Asian or Native Hawaiian/Other Pacific	4.2	4.0	4.2				
White	6.8	6.6	6.7				
<b>Male</b>	52.1	51.2	51.4				
<b>Female</b>	47.9	48.8	48.5				

### 2009-10 TITLE I STATUS

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

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>	If yes,						
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### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

### Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	25	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	14						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Jose Ruiz</b>	District <b>08</b>	School Number <b>072</b>	School Name <b>Dr. William P. Dorne</b>
Principal <b>Margarita Colon</b>		Assistant Principal <b>Debra Errico</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Patricia Blasone/ESL</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>type here</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Elmer Myers</b>		Other <b>type here</b>	

### 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	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>951</b>	Total Number of ELLs	<b>56</b>	ELLs as Share of Total Student Population (%)	<b>5.89%</b>
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## Part II: ELL Identification Process

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

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

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

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

#### 1. Initial Identification of ELL's

To initially identify students who may possibly be ELLs the following steps are ensured. First, students are registered by the Pupil Personnel Secretary along with the ESL teacher and a translator when necessary. Parents receive a registration packet which includes a Health form, a Home Language Survey Form (HLIS). While the secretary reviews all paperwork for its completion, the ESL teacher reviews the HLIS form and has an informal interview in English as well as the native language, with both the parent and the student to assess previous schooling and necessary placement. All HLIS forms are analyzed by the ESL teacher/coordinator to determine whether a child is eligible for LAB-R testing. If eligible, the process is explained to the parent/guardian and the child is administered the LAB-R assessment. The ESL teacher/coordinator hand scores the test and determines eligibility. For those students who are administered the New York State English as a Second Language Achievement Test (NYSESLAT) we review the RNMR report generated by ATS to analyze student progress, areas in need of improvement and to determine continued entitlement.

#### 2. Parent Program Choice

To ensure that parents are informed of the three program choices we follow the outlined procedure. Those students who were deemed eligible for ELL services based on their LAB-R results (which is administered to new admits with-in the first ten days of admittance) as well as previously assessed ELL's on the NYSESLAT are offered three program choices for receiving service (Transitional Bilingual, Dual Language and Freestanding ESL). A parent orientation meeting occurs during the fall registration time, where parents view a DVD describing the three instructional ELL programs. We also give them the parent brochures explaining the three programs. Then the ESL teacher and parent coordinator explain the three program choices offered in New York City Public Schools. Survey and program selection forms are distributed to parents/guardians of the identified students in their native language. Afterwards, the parent survey and program selection forms are completed by parents, program choices are further explained and assistance is provided. We open up the meeting for questions. A One on one parent orientation meeting is offered throughout the year to accommodate new arrivals/new admits.

#### 3. Distribution and Collection of Forms

These letters are mailed to those parents who do not attend the parent orientation meeting. The ESL teacher hand delivers forms to parents/guardians during dismissal. In order to ensure that all forms are returned to the school, the ESL teacher provides students with "Bee Buck" incentives to encourage return of the forms. This plan has proved extremely successful. When necessary, the ESL teacher will follow up with a phone call as well as second mailing of the parent survey/selection form. If there are any forms not returned, the parents are sent a final notice in both English and their native language informing them that their child will be placed in a Transitional Bilingual class if there is no selection made. This letter is sent home certified mail.

#### 4. Criteria used to place ELL students

The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are as follows. After reviewing parent choice forms we align our programs to the parent requests. If enough parents select the same program as their first choice on the selection forms we must open that type of program. Fifteen students on any two contiguous grades are needed to satisfy this requirement. Parents will conference with the Principal and/or Assistant Principals to discuss what would be the best for their child. Parents would be provided a translator whenever necessary. Parents would be encouraged to make a choice and keep their child in that language program for a minimum of three years.

#### 5. Trends noted

After reviewing the Parent Choice Forms we have noted that the majority of our parents have opted to choose the free standing ESL program. The parents want their children to be immersed in the English Language and believe that ESL is the best program to foster this. We have noted that approximately 90% of the eligible parents have selected ESL as their first choice. The remaining 10% of parents have chosen dual language as their first choice and ESL as their second choice.

#### 6. Alignment

The ESL program model offered at PS 72 is directly aligned with parent request noted on the Parent Survey and Program Selection form.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	2	2	2	2	2								12
<b>Total</b>	2	2	2	2	2	2	0	0	0	0	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	38	0	9	11	0	4	1	0	0		50
<b>Total</b>	<b>38</b>	<b>0</b>	<b>9</b>	<b>11</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>		<b>50</b>

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

**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
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
<b>TOTAL</b>	<b>0</b>													

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

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

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

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	5	10	10	10	10								46
Chinese			1											1
Russian														0
Bengali			1											1
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
<b>TOTAL</b>	<b>2</b>	<b>5</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>10</b>	<b>0</b>	<b>50</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

**Program and Scheduling**  
 PS72 has a Push In ESL program currently servicing 50 LEP students in grades Kindergarten to Five. Student's who receive Special Education services are also served by the ESL provider. These students are mainstreamed into the General Ed. classrooms. The children are serviced in the English language. Our ESL program supports students from multicultural facets. Our mandated services are provided as a push-in

model based on the student's required mandated minutes of instruction which is based on their English language proficiency. However, all of our English Language Learners also receive quality instruction from their classroom teacher that incorporates ESL strategies. At PS72 we have designed our instruction around the workshop model. Our teachers use the architect of a mini-lesson to craft their instruction and provide whole class instruction, followed by small group targeted instruction and a summary of instruction during a whole class share. This model of instruction provides structure for all of our students, but more specifically it helps us to support our ESL learners. The ESL teacher supports the ELLs in all content areas. She provides differentiated instruction based on language needs. Classroom teachers have embraced the Balanced Literacy Approach for instruction in literacy. This approach supports all students in developing their listening, speaking, reading and writing skills. The ESL teacher works with the ELLs in these areas by using scaffolding strategies that assist the ELLs in building comprehension and mastery of subject matter. School-wide we have introduced the Mondo literacy program to enhance the Balanced Literacy Approach to teaching and increase learning outcomes. The Mondo program provides an Oral Language Component that has been another way for ELL students to access the learning in their class. In addition, the students read independently to increase stamina and fluency during the allotted period of 100 Book Challenge. Based on benchmark assessments in 100 Book Challenge, Mondo and Fountas and Pinnell running records, students are reading on their appropriate level which is another support from which the ELL students benefit. This year we continue to focus on the Writer's Workshop as a systematic approach to writing for all our students. We have put in place professional development to support our teachers in using total physical response (TPR) and more concrete teaching tools, such as photographs, picture cards and the use of SMART boards. In math we follow both the state and city mandates. Our school uses the EveryDay Math (EDM) curriculum to instruct in mathematics. Our classroom teachers provide support for ELL students by using visual representations and hands-on manipulatives to make an abstract concept more concrete. In all areas we are conscious of the vocabulary that we teach our students especially our English Language Learners. The teachers have print rich environments where they label objects in their classrooms. Teachers in grades K-2 use the Foundations curriculum to teach phonemic awareness and phonics. This program has supported our early emergent readers, our students with special needs and our English language learners, It especially supports our SIFE population and our Long term ELLs. The ESL teacher also uses the Rigby, On Your Way to English program to improve the student language proficiency. Social Studies and Science are taught as interdisciplinary subjects to literacy and math. We incorporate non-fiction reading into our literacy instruction, and apply all of our ESL teaching strategies to these subjects as well. Our teachers use interim progress monitoring to assess all of their students; however they are particularly aware of the needs of our students who fall into the ELL and Special Education subgroups...

In addition to classroom instruction, the ESL teacher pushes into the classes with ELL students who have been assigned throughout grades K-5. .

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



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

**B. Programming and Scheduling Information--Continued**

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

Our English Language Learners receive Academic Intervention Services based on need. AIS is also provided as a push-in service. Students are also afforded the opportunity to take part in the ESL after school program, which prepares them for the NYSESLAT as well as to become more proficient in the English Language. Additionally, a computer based program that teaches students the essential skills and strategies required for reading success (Imagine Learning English) has been purchased and is currently being used as an intervention, during the regular school day, as well as during the 37.5 minute .This computer program is especially beneficial to SIFE students. It is offered in several languages. It teaches early literacy skills like letter recognition, phonics, reading comprehension and vocabulary skills.

OST (Out of School Time) which is housed at PS 72 offers homework help, as well as recreational time for any child whose parent has requested the after school care. This program offers dramatic experiences for the students to engage in and other family based events.

This year, our parent coordinator has offered many workshops and activities for students, including but not limited to our ELL population, to participate in (i.e. - Book Club, story night, and curriculum fairs). Additionally, this year we have implemented a school chorus for upper grade students. Students auditioned to be part of the chorus if they were interested in joining this extracurricular group.

Support services provided to LEP students: LEP students that are in place in our school receive Academic Intervention Services (AIS), Extended Day Services (37.5 min.). In January of 2010 there was an ESL after school support program. The program prepared students for the NYSESLAT State exam as well as the challenges he or she may experience in and out of the classroom. It offered small group reading instruction to newly admitted students. This program helped transition students from reading in their native language to reading in English. This program will be offered again in January of 2011.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Professional Development and Support for school Staff

As part of our professional development sessions through MONDO literacy instruction, which are conducted by outside consultants, and tailored specifically for K-2 teachers and 3-5 teachers, teachers receive professional development in literacy instruction. This incorporates best practices in ESL strategies. Oral language development, language acquisition approaches and questioning techniques are focused on during these Professional trainings. These workshops are offered on a bi-monthly basis beginning in September and running throughout the school year (dates are assigned based on consultant availability). provided with Writer's Workshop Professional Development which will address how to scaffold instruction for ELL students. These data dialogues encourage teachers and administrators to engage in conversation focused on student work and the implications for instruction. At these meetings we always discuss adaptive strategies for our sub groups of Special Education students and ELLs. Our ESL teacher attends outside workshops , learning new ideas and strategies which she then turn keys to the staff. All of this professional development is ongoing and is based on the needs assessments.

### 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?

Parental Involvement

Parents of ELL students are invited to a parent orientation which is conducted by the ESL teacher in both the spring and the fall. At this orientation the ESL teacher gives an overview of the services she provides through the ESL program. The workshop is also translated into their native language. A video is shown which explains the various programs offered throughout the New York City Department of Education for both bilingual and ESL students. Following the video the parents are supported in filling out a parent survey and program selection form. As we are committed to making this a partnership with our parents, the ESL teacher clarifies any questions the parents may have. Workshops are provided as the NYSESLAT testing dates approach to support parents in better understanding this process.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	2	3	2	6	1								14
Intermediate(I)	0	2	4	7	1	2								16
Advanced (A)	2	1	5	1	4	7								20
Total	2	5	12	10	11	10	0	0	0	0	0	0	0	50

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	7	3	0	13
4	4	10	0	0	14
5	6	1	0	0	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	1		5		4		4		14
4	2		11		1		0		14
5	3		3		2		0		8
6									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		5		9		0		14
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	8		0		3		0		11
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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**

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

**B. Analysis of the Data**

After reviewing the results of the Spring NYSESLAT and administering the LAB-R, the ESL teacher and additional staff members can better plan to meet the needs of the ELL's. In addition, the ELL Periodic Assessment, is used as a tool to plan for instruction of ELL students. Each ELL student's individual strengths and areas in need of support are identified and shared with classroom teachers to support these students in daily instruction. ESL, AIS, Literacy and Math Staff Developers plan together to make the learning process a seamless, differentiated one.

Last Spring, fourteen fourth grade ELLs took the NYS English Language Arts Assessment (ELA). Four of these students scored a level 1; ten students scored a level 2, and 0 scored a level 3. As an interim benchmark we continue to use the MONDO assessments in grades K through 5 to monitor progress. The ESL teacher uses On Our Way to English from Rigby publishers and Focus on Fluency by Rourke publishing to address students at all proficiency levels. The ESL teacher also supplements her instruction for all Kindergarten to Grade 5 students by using the Language Proficiency Intervention Kits. These kits address fluency and comprehension using lap books, picture cards, small books and audio cassettes. Foundations by Wilson Reading is the phonics/word study program that is used in all classrooms from Kindergarten through Grade 2. This helps to teach our ELL students the necessary phonics for emergent reading in English.

When teaching ELL students, it is critical to use a lot of Total Physical Response (TPR) in the delivery of instruction. This is especially true for ELLs with a proficiency rating of beginner. Teaching ELL students requires a lot of oral language development, which can be addressed through wordless picture books and audio tapes. This allows students to build vocabulary and comprehension. To assist ELL students we use sentence starters and picture dictionaries. The use of a thesaurus also helps Intermediate and Advanced ELL students. Allowing time in the class for role play allows students to express themselves orally and through the use of body language.

Above all, the success of our ELL students is at the forefront of all we do. We measure success through the progress made by each student on the NYSESLAT. We take into consideration all of the language the child has acquired, their amount of time in school and their movement in proficiency levels.

Paste response to questions 1-6 here

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

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