



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/IS 73

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K073

PRINCIPAL: MS. KENYA STOWE EMAIL: KSTOWE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. ANSLIE CUMBERBATCH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Kenya Stowe	*Principal or Designee	
Paul Fyffe	*UFT Chapter Leader or Designee	
Nikiya Wilson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Coleen Germain	Member/Teacher	
Jean Killabrew	Member/Teacher	
Marylou Buser	Member/Teacher	
Wanda Daniels	Member/Parent	
Lottie McCain	Member/Parent	
Florinda Martinez	Member/Parent	
Steven Kuper	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June of 2012, a minimum of 25% of our Special Education and ELL students in grades 3-8, will improve at least one performance level in ELA, as measured by the NYS ELA exam.

Comprehensive needs assessment

- One of PS/IS 73K's major areas of concern for the past few years, continues to be the moderate academic achievement of our ELL and Special Education students in all subject areas. This is evidenced by and past standardized test scores. Despite the gains that our Special Education students who take the NYSAA continue to make, the academic performance of our Special Education students and English Language Learners who are eligible for the NYS ELA and Math assessments, is of particular concern, as both groups continue to represent a disproportionately high percent of students performing at Level 1 on the ELA and mathematics standardized assessments. As a result, we have made academic progress for our ELL and special education subgroups a priority goal for the school year.

Instructional strategies/activities

1. Responsible staff members:
 - a. Administrators
 - b. Classroom teachers
 - c. Support staff and service providers
 - d. Core Inquiry Team
2. Implementation timelines: September 2011-June 2012
3. Actions/Strategies/Activities:
 - We will implement and reinforce a balanced literacy program which includes reading, writing, speaking and listening
 - Students in these subgroups will be required to attend the morning AIS program
 - Students in these subgroups will utilize Achieve 3000 daily during their literacy block
 - Students in these subgroups will be the targeted population of the Core Inquiry Team
 - Students that have been identified as having deficiencies in decoding and encoding will receive Wilson instruction during the morning AIS program
 - Weekly conferencing with individual students to address their strengths, weaknesses, and next steps for learning
 - Maintenance of updated "Who's Who" lists for all classroom students, identifying all students with special status i.e. Special Education student, SETSS services, ELL, Former ELL, Modified Promotional Criteria, etc., so teachers can easily identify the additional services needed by each student in their class
 - After-school program specifically for ELLs and special education students (if funds permit).
 - Professional development activities on what instructional coherence is and how to align our practices with how we believe students learn best
 - On-going professional development support for all special education teachers and teachers who service ELL students
 - Teachers will continue to improve the quality of differentiated instruction, via an ongoing school-wide prioritization of professional development on the effective use of this strategy to meet individual student needs

- Portfolio and assessment binder development to track individual progress
- Teachers will provide developmentally appropriate literacy instruction via one on one and guided reading instruction
- Use of support staff such as paraprofessionals (where applicable) to support student learning
- Teachers will continue to create interim goals for themselves and their students that are designed to improve their pedagogy and increase student learning/progress
- Teachers/administration will work collaboratively to align activities with the literacy program placing emphasis on development of comprehension skills and ability to extend meaning
- Implementation of classroom and interim Acuity Assessment results will be continuously analyzed to determine the needs of students,
- On-going uploading and analysis of student assessment data into our school-based data base
- Weekly special education team meetings with teachers and support staff to discuss planning, modifying instruction, writing IEPs, meeting the needs of all learners, analyzing and using data to drive instruction, share best practices and design instruction and create performance assessment tasks that assess higher order thinking skills
- Monthly grade level common planning, assessment analysis, and inquiry team meeting activities for all classroom teachers
- Revision of ELA curriculum maps in grades Pre-K to 8 to incorporate monthly performance assessments that are aligned with CCLS, assess higher order thinking skills and address various DOK levels

Strategies to increase parental involvement

- Parent coordinator, special education teachers, the ESL teacher and teachers who have ELL students in their class will design training modules and host periodic ELA workshops an information sessions with parents to aid parents in supporting their child's academic progress in this area
- The school will hold an Open House session where parents are introduced to the expectations and rigor of the Common Core Learning Standards
- Parents of students in these subgroups will be allowed to meet with their child's teacher monthly to find out how they are progressing and receive suggestions on how to best support their child at home
- Parent coordinator and PTA will host monthly workshops for parents
- Administrators and staff members will regularly attend PTA meetings to share information and respond to parent questions and concerns
- Parent handbook will be translated and distributed to parents in all dominant languages
- Principal Parent Open Door Policy
- Parent Suggestion Box
- Parent of the Month Recognition Program
- Monthly Assembly Programs
- Increased PTA membership drive

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff will regularly attend hiring fairs to identify and recruit highly-qualified ELA teachers, Special Education teachers and teachers who have experience working with ELL students
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT met all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers
- On-going professional development will be provided to all teachers to ensure they progress toward becoming highly qualified

Service and program coordination

- PS/IS 73 consolidates and coordinates federal, state and local services and programs to enable all students to reach proficient and advanced levels of achievement.

Budget and resources alignment

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:
 - Instructional materials to support curriculum development during the regular school day and after school program
 - Teacher per session for differentiated professional development
 - Supervisor per session
- Use of SWP Title 1 funds to pay for both Assistant Principals who will provide professional development to the teachers
- Use of Tax Levy funds to pay for teachers, support Staff and After School Programs
- Use of Title I and II funds to pay for classroom and cluster teachers
- Use of Fair student funding to pay for classroom teachers
- Use of Tax Levy funds to pay for teachers and support Staff
- Use of IDEA funds to pay for Paraprofessionals and Support Personnel
- Use of SWP funds to pay for After School Programs

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June of 2012, a minimum of 25% of our Special Education and ELL students in grades 3-8, will improve at least one performance level in mathematics, as measured by the NYS Mathematics exam.

Comprehensive needs assessment

- One of PS/IS 73K's major areas of concern for the past few years, continues to be the moderate academic achievement of our ELL and Special Education students in all subject areas. This is evidenced by and past standardized test scores. Despite the gains that our Special Education students who take the NYSAA continue to make, the academic performance of our Special Education students and English Language Learners who are eligible for the NYS ELA and Math assessments, is of particular concern, as both groups continue to represent a disproportionately high percent of students performing at Level 1 on the ELA and mathematics standardized assessments. As a result, we have made academic progress for our ELL and special education subgroups a priority goal for the school year.

Instructional strategies/activities

1. Responsible staff members:
 - a. Administrators
 - b. Classroom teachers
 - c. Support staff and service providers
 - d. Core Inquiry Team
2. Implementation timelines: September 2011-June 2012
3. Actions/Strategies/Activities:
 - Purchase and implement new math curriculum designed address the needs of the students I for special education classes and classes that have ELL students in grades 3-8 (if funding permits)
 - Students in these subgroups will be the targeted population of the Core Inquiry Team
 - Professional development activities on what instructional coherence is and how to align our practices with how we believe students learn best.
 - On-going professional development support provided by the network support team and administrators
 - Weekly conferencing with individual students to address their strengths, weaknesses, and next steps for learning
 - Maintenance of updated “Who’s Who” lists for all classroom students, identifying all students with special status i.e. Special education student, SETSS services, ELL, former ELL, modified promotional criteria, etc., so that teachers can easily identify the additional services needed by each student in their class
 - On-going uploading and analysis of student assessment data into our school-based data base
 - Design an after-school program specifically for ELLs and special education students (if funds permit).
 - Differentiated instruction to meet the individual needs of each student.
 - Portfolio and assessment binder development to track individual progress.
 - Use of support staff such as paraprofessionals (where applicable) to support student learning
 - Monthly common planning/curriculum mapping activities.
 - Interim goal setting to address and monitor individual student progress.
 - Implementation of a 90-minute math block in grades K – 8
 - Test preparation activities
 - Use of past State exams to help prepare for upcoming State exams.
 - Revision of math curriculum maps in grades Pre-K to 8 to incorporate monthly performance assessments that are aligned with CCLS, assess higher order thinking skills and address various DOK levels

Strategies to increase parental involvement

- Parent coordinator, special education teachers, the ESL teacher, administrators and teachers who have ELL students in their class will design training modules and host periodic Math workshops an information sessions with parents to aid parents in supporting their child’s academic progress in this area
- The school will hold an Open House session where parents are introduced to the expectations and rigor of the Common Core Learning Standards
- Parents of students in these subgroups will be allowed to meet with their child’s teacher monthly to find out how they are progressing and receive suggestions on how to best support their child at home
- Parent coordinator and PTA will host monthly workshops for parents
- Administrators and staff members will regularly attend PTA meetings to share information and respond to parent questions and concerns
- Parent handbook will be translated and distributed to parents in all dominant languages
- Principal Parent Open Door Policy
- Parent Suggestion Box

- Parent of the Month Recognition Program
- Monthly Assembly Programs
- Increased PTA membership drive

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff will regularly attend hiring fairs to identify and recruit highly-qualified ELA teachers, Special Education teachers and teachers who have experience working with ELL students
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT met all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers
- On-going professional development will be provided to all teachers to ensure they progress toward becoming highly qualified

Service and program coordination

- PS/IS 73 consolidates and coordinates federal, state and local services and programs to enable all students to reach proficient and advanced levels of achievement.

Budget and resources alignment

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:
 - Instructional materials to support curriculum development during the regular school day and after school program
 - Teacher per session for differentiated professional development
 - Supervisor per session
 - Use of SWP Title 1 funds to pay for both Assistant Principals who will provide professional development to the teachers
 - Use of Tax Levy funds to pay for teachers, support Staff and After School Programs
 - Use of Title I and II funds to pay for classroom and cluster teachers
 - Use of Fair student funding to pay for classroom teachers
 - Use of Tax Levy funds to pay for teachers and support Staff
 - Use of of IDEA funds to pay for Paraprofessionals and Support Personnel
 - Use of SWP funds to pay for After School Programs

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, a minimum of 25% of our general education students will improve at least one performance level in mathematics, as measured by the NYS Mathematics exams.

Comprehensive needs assessment

- In analyzing the results from the 2010-2011 NYS Mathematics exam, it was discovered that the overall percentage of students in grades 3-8 performing at or above proficiency (Level 3 or 4) decreased from 32% on the 2009-2010 exam to 26% on the 2010-2011 exam. This was a total decrease of 6 percentage points. Additionally, the NYS Accountability preliminary report reveals that we did not meet our AYP for all students in Math. These results were extremely concerning, and as a result, we have made progress in math for our general education students a priority goal for this school year.

Instructional strategies/activities

1. Responsible staff members:
 - a. Administrators
 - b. Classroom teachers
 - c. Support staff and service providers
 - d. Core Inquiry Team
2. Implementation timelines: September 2011-June 2012
3. Actions/Strategies/Activities:
 - General education students in grades 6-8 will be the targeted population of the Math Inquiry Team
 - Ensure all intervention/supplemental math materials are utilized effectively
 - Ensure all at-risk students are attending the AIS program
 - Professional development activities on what instructional coherence is and how to align our practices with how we believe students learn best
 - On-going professional development in implementing math bundles and support provided by the network support team and administrators
 - Weekly conferencing with individual students to address their strengths, weaknesses, and next steps for learning
 - Maintenance of updated "Who's Who" lists for all classroom students, identifying all students who are holdovers or potential promotion in doubt
 - On-going uploading and analysis of student assessment data into our school-based data base
 - Differentiated instruction to meet the individual needs of each student.
 - Portfolio and assessment binder development to track individual progress.
 - Monthly common planning/curriculum mapping activities.
 - Interim goal setting to address and monitor individual student progress.
 - Implementation of a 90-minute math block in grades K – 8
 - Test preparation activities
 - Use of past State exams to help prepare for upcoming State exams

- Revision of math curriculum maps in grades Pre-K to 8 incorporate monthly performance assessments that are aligned with CCLS, assess higher order thinking skills and address various DOK levels

Strategies to increase parental involvement

- Parent coordinator, teachers and administrators will design training modules and host periodic Math workshops an information sessions with parents to aid parents in supporting their child’s academic progress in this area
- The school will hold an Open House session where parents are introduced to the expectations and rigor of the Common Core Learning Standards
- Parents will be allowed to meet with their child’s teacher monthly to find out how they are progressing and receive suggestions on how to best support their child at home
- Parent coordinator and PTA will host monthly workshops for parents
- Administrators and staff members will regularly attend PTA meetings to share information and respond to parent questions and concerns
- Parent handbook will be translated and distributed to parents in all dominant languages
- Principal Parent Open Door Policy
- Parent Suggestion Box
- Parent of the Month Recognition Program
- Monthly Assembly Programs
- Increased PTA membership drive

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff will regularly attend hiring fairs to identify and recruit highly-qualified teachers, Special Education teachers and teachers who have experience working with ELL students
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT met all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers
- On-going professional development will be provided to all teachers to ensure they progress toward becoming highly qualified

Service and program coordination

- PS/IS 73 consolidates and coordinates federal, state and local services and programs to enable all students to reach proficient and advanced levels of achievement.

Budget and resources alignment

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:
 - Instructional materials to support curriculum development during the regular school day and after school program
 - Teacher per session for differentiated professional development
 - Supervisor per session

- Use of SWP Title 1 funds to pay for both Assistant Principals who will provide professional development to the teachers
- Use of Tax Levy funds to pay for teachers, support Staff and After School Programs
- Use of Title I and II funds to pay for classroom and cluster teachers
- Use of Fair student funding to pay for classroom teachers
- Use of Tax Levy funds to pay for teachers and support Staff
- Use of IDEA funds to pay for Paraprofessionals and Support Personnel
- Use of SWP funds to pay for After School Programs

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- By June 2012, 85% of our teachers will show improvement in their pedagogical practices via on-going participation in instructional rounds, creating and working towards personal goals devised around Danielson's Framework for Teaching, planning and engaging students in rigorous instruction that incorporates the CCLS, receiving immediate and actionable feedback from supervisors utilizing a rubric that outlines common language and clear expectations of teaching practices, enhanced data analysis via the inquiry process, analyzing student work to identify problems of practice, differentiating instruction and utilizing effective teaching strategies to meet the needs of all learners, resulting in their increased effectiveness as evidenced by their lesson plans, supervisory observation reports and student performance data.

Comprehensive needs assessment

- Analyzing our overall scores from the NYS ELA and Mathematics exam, Progress Reports, NYS Accountability report, formal and informal teacher observation reports, feedback from instructional rounds and teacher action plans, reveals the need to continue our efforts to improve teacher pedagogy in order to raise student academic performance. While some improvement is noted in teacher questioning skills as a result of the work done with instructional rounds last year, the improvement was not enough to yield substantial academic gains. As a result, continuing to improve teacher pedagogy is a priority goal for this school year.

Instructional strategies/activities

1. Responsible staff members:
 - a. Administrators
 - b. Grade Leaders/ Classroom teachers
 - c. Support staff/ Network support
2. Implementation Timelines: September 2011-June 2012
3. Actions/Strategies/Activities:
 - On-going targeted professional development provided by administrators, network support and outside vendors (if funding permits) that will include but is not limited to planning and engagement students in rigorous instruction that incorporates CCLS, creating and working towards goals devised around Danielson's Framework for Teaching, enhanced data analysis via the inquiry process, analyzing student work to identify problems of practice, differentiated instruction, Universal Design for Learning, and utilizing effective teaching strategies to meet the needs of all learners
 - Utilization of Danielson's Framework to provide a common language and establish clear expectations for teaching
 - Provision of immediate and actionable feedback following informal and formal observations
 - Monitoring and tracking of progress toward individual person goals utilizing teacher action plans
 - Use of professional development checklists during Learning Walks to monitor implementation of PD topics taught during workshops/demonstration lessons
 - Continued participation in our on-going in classroom PD via the "Instructional Rounds" model, which focuses heavily on teacher questioning skills and utilization of performance tasks that promote and assess critical thinking skills, in which teachers on the grade level critique each other's performance as a vehicle for instructional change
 - 1 day staff professional development (on September 7th) to introduce the following:
 - City-wide expectations for the year, including

- strengthening teaching practices
 - strengthening student work
 - new curriculum bundles
 - Revising curriculum maps to ensure they include performance tasks that are rigorous, are aligned with the to the Common Core Learning Standards, incorporate the curriculum bundles in ELA and Math, and address various Depth of Knowledge levels
 - Danielson's Framework for Teaching
- Monthly grade level professional development cycles which include common planning, inquiry discussions, assessment analysis, and instructional rounds
 - Monthly targeted differentiated professional development for teachers

Strategies to increase parental involvement

- Parent coordinator, special education teachers, the ESL teacher, administrators and teachers who have ELL students in their class will design training modules and host periodic workshops an information sessions with parents to aid parents in supporting their child's academic progress in this area
- The school will hold an Open House session where parents are introduced to the expectations and rigor of the Common Core Learning Standards
- Parents of students will be allowed to meet with their child's teacher monthly to find out how they are progressing and receive suggestions on how to best support their child at home
- Parent coordinator and PTA will host monthly workshops for parents
- Administrators and staff members will regularly attend PTA meetings to share information and respond to parent questions and concerns
- Parent handbook will be translated and distributed to parents in all dominant languages
- Principal Parent Open Door Policy
- Parent Suggestion Box
- Parent of the Month Recognition Program
- Monthly Assembly Programs
- Increased PTA membership drive

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff will regularly attend hiring fairs to identify and recruit highly-qualified teachers, Special Education teachers and teachers who have experience working with ELL students
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT met all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers
- On-going professional development will be provided to all teachers to ensure they progress toward becoming highly qualified

Service and program coordination

- PS/IS 73 consolidates and coordinates federal, state and local services and programs to enable all students to reach proficient and advanced levels of achievement.

Budget and resources alignment

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:
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 - Use of Tax Levy funds to pay for teachers, support Staff and After School Programs
 - Use of Title I and II funds to pay for classroom and cluster teachers
 - Use of Fair student funding to pay for classroom teachers
 - Use of Tax Levy funds to pay for teachers and support Staff
 - Use of IDEA funds to pay for Paraprofessionals and Support Personnel
 - Use of SWP funds to pay for After School Programs

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- By June 2012, parental involvement/relations will improve a minimum of 25% via on-going parent meetings and increased communication designed to specifically involve parents in their children's academic progress, as measured by the sign-in sheets from all meetings held to support this initiative.

Comprehensive needs assessment

- Analyzing the Learning Environment Survey and past logs of parental involvement, reveal a need to increase parental involvement at PS/IS 73. Maintaining a cohesive and on-going Parent Association has been problematic for the past few years. As a result, increasing parental involvement is a priority goal for this school year.

Instructional strategies/activities

1. Responsible staff members:
 - a. Administrators
 - b. Parent Coordinator
 - c. Classroom teachers and support staff
2. Implementation timelines: September 2011-June 2012
3. Actions/Strategies/Activities:
 - Monthly morning parent meetings for parents to discuss concerns and academic progress with their child's teachers
 - Monthly coffee with the principal for parents of ELL students
 - Increased teacher/parent/school communication via welcome letters, parent contact log, progress letters, school messenger system
 - Use of ARIS Parent Link site to keep parents informed of student interim and state assessment results
 - Availability of school computer lab for parents to access ARIS Parent Link
 - Use of School Messenger service to keep parents informed of student attendance and school events/initiatives
 - Use of E-Chalk School Internet site to keep parents informed of classroom initiatives and student reports
 - Principal's Open Door Policy - scheduled meetings with parents to address their needs or concerns
 - Parent of the Month Recognition
 - Parent Suggestion Box
 - Monthly Parent Workshops and PTA Meetings

Strategies to increase parental involvement

- Parent coordinator, special education teachers, the ESL teacher, administrators and teachers who have ELL students in their class will design training modules and host periodic workshops and information sessions with parents to aid parents in supporting their child's academic progress in this area
- The school will hold an Open House session where parents are introduced to the expectations and rigor of the Common Core Learning Standards
- Parents of students will be allowed to meet with their child's teacher monthly to find out how they are progressing and receive suggestions on how to best support their child at home

- Parent coordinator and PTA will host monthly workshops for parents
- Administrators and staff members will regularly attend PTA meetings to share information and respond to parent questions and concerns
- Parent handbook will be translated and distributed to parents in all dominant languages
- Principal Parent Open Door Policy
- Parent Suggestion Box
- Parent of the Month Recognition Program
- Monthly Assembly Programs
- Increased PTA membership drive

Strategies for attracting Highly Qualified Teachers (HQT)

- n/a

Service and program coordination

- PS/IS 73 consolidates and coordinates federal, state and local services and programs to enable all students to reach proficient and advanced levels of achievement.

Budget and resources alignment

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:
 - Use of Title I Funds to pay for parent workshops/activities that increase parental involvement

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

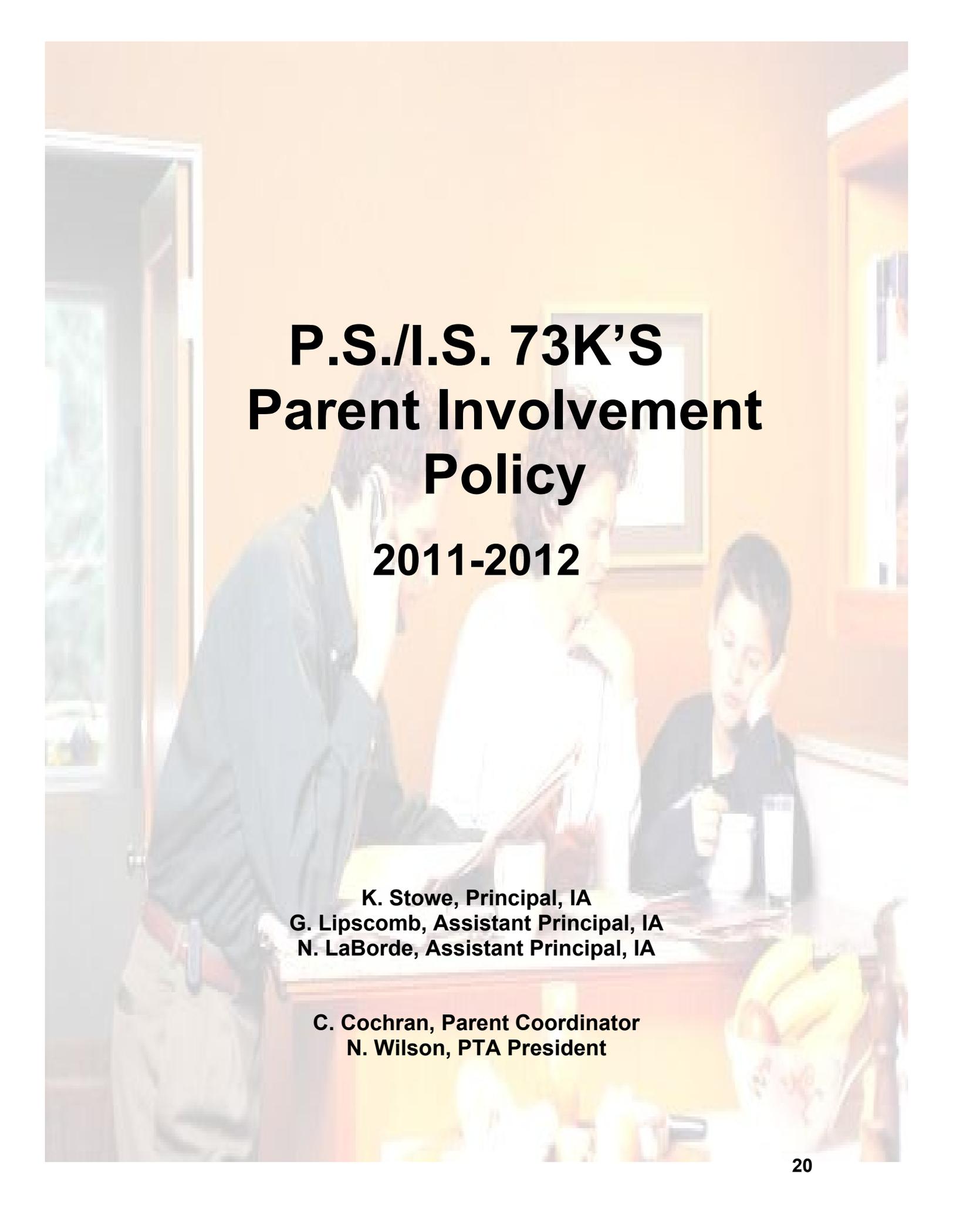
	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	20	N/A	N/A	1	0	0	0
1	30	30	N/A	N/A	1	0	0	0
2	25	25	N/A	N/A	4	0	0	0
3	25	25	N/A	N/A	3	0	0	0
4	25	25	25	25	6	0	0	0
5	25	25	25	25	4	0	0	0
6	25	25	25	25	9	0	0	0
7	20	20	20	20	4	0	0	0
8	35	35	35	35	8	0	1	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	During 50 minute AIS tutorial, on Mondays and Tuesdays before the school day begins, students receive a combination of tutorial and test preparation small group instruction. Targeted instruction is provided based on individual, class and grade level data accessible to the teacher. Additionally, students are taught test preparation strategies via explicit instruction and practice test experiences. Special education students and ELLs receive additionally literacy support via Achieve 3000, Renzulli and Imagine Learning software programs.
Mathematics	In 50 minute AIS tutorial, before the school day begins, students receive a combination of tutorial and test preparation small group instruction. Targeted instruction is provided based on individual, class and grade level data accessible to the teacher. Additionally, students are taught test preparation strategies via explicit instruction and practice test experiences. Dimension U, a mathematics software program is also utilized to engage students and increase their academic performance.
Science	Students in grades 4 and 8 receive test preparation support during our 50 Minute AIS period and (if funding permits) will receive additional support in the Spring during our After School Tutorial program.
Social Studies	Small group instruction is providing in Social Studies during the day by classroom teachers during the Social Studies period for students who have been identified as at risk in this area.
At-risk Services provided by the Guidance Counselor	For students who are emotionally or socially at risk or in conflict our guidance counselors, social worker and/or psychologist provide at risk counseling to the students with the intention of supporting them with working through their issues, identifying deeper issues for follow through/evaluation, and with getting the students back in a positive learning situation.
At-risk Services provided by the School Psychologist	For students who are emotionally or socially at risk or in conflict our guidance counselors, social worker and or psychologist provide at risk counseling to the students with the intention of supporting them with working through their issues, identifying deeper issues for follow through/evaluation, and with getting the students

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



P.S./I.S. 73K'S Parent Involvement Policy 2011-2012

**K. Stowe, Principal, IA
G. Lipscomb, Assistant Principal, IA
N. LaBorde, Assistant Principal, IA**

**C. Cochran, Parent Coordinator
N. Wilson, PTA President**



251 MacDougal Street,
Brooklyn, New York 11233
Phone (718) 573-0288
Fax (718) 455-1835
Kenya Stowe, Principal, IA
Gena Lipscomb, Assistant Principal, IA
Nadya Laborde, Assistant Principal, IA

Parent Involvement Policy

PS/IS 73

“Striving for Greatness”

PS/IS 73, The Thomas Boyland School, is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community. Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening for those parents who cannot attend a regular meetings;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Anthony Conelli	District 23	Borough Brooklyn	School Number 073
School Name Thomas S. Boyland			

B. Language Allocation Policy Team Composition [?](#)

Principal Kenya Stowe, IA	Assistant Principal Gena Lipscomb, IA
Coach n/a	Coach n/a
ESL Teacher Malcolm Wadley	Guidance Counselor Sandra Villarson
Teacher/Subject Area Ms. Smith	Parent Nykia Wilson
Teacher/Subject Area Ms. Burns	Parent Coordinator Claudia Cochran
Related Service Provider Donna Walters	Other type here
Network Leader Roxan Marks	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	493	Total Number of ELLs	32	ELLs as share of total student population (%)	6.49%
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Part II: ELL Identification

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

#1. PS/IS 73K adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents are assisted by Mr. Wadley, licensed ESL Teacher and are instructed in their native language by our designated bilingual staff, particularly the Pupil Accounting Secretary, who is Spanish speaking, to assist parents with completing the surveys. Trained pedagogues such as: ESL and Bilingual teachers conduct an informal and formal oral interview in English and in their native language to both students and parents. Parents are advised that their child will have to take a formal initial assessment (LAB/R). Mr. Wadley, who is our ESL contact Teacher and who teaches ESL in responsible for the initial screening, administering the HLIS, the LAB-R, and the formal initial assessments. Upon the completion of the HLIS form, the licensed ESL Teacher (with the assistance of the Pupil Accounting Secretary, who is responsible for registering students) will determine if there is a basis for administering the LAB-R or Spanish Lab (if the student is a native speaker of Spanish) assessment to them. If there is not a licensed pedagogue available who speaks the native language of the parent, then translation services are sought via the DOE service providers. This screening process must take place within a 10-day period for students who are first time entrants to the NYC Department of Education (DoE.) Copies of the HLIS are also placed in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes. An informal oral interview in English and in the native language of the parent (whenever possible) is also conducted to both the students and their parents. Parents are advised that their child will also have to take a formal initial assessment called the Language Assessment Battery in Reading (LAB/R) to determine if they will be eligible for ELL services. Our ELL Teacher and Ms. Mann, the Pupil Accounting Secretary are responsible for collaborating with each other to conduct the student's initial screening, administering the HLIS, the LAB-R, and any other formal initial assessments that might be necessary. Our LAP team members meet formally and informally at least monthly and work collaboratively with the Principal to review our ELL student data and annually evaluate students' progress in NYSESLAT. ATS provides a list of students that are eligible to take NYSESLAT for the current school year. The report used to determine eligibility is called RLER/LAT. NYSESLAT assesses ELL students ability in the four skills of reading, speaking, listening, and writing. ELL students are administered all four parts of the NYSESLAT by our licensed ESL teacher, Mr. Wadley. If a student is absent on a test date, make-up days are established to complete any missing section of the test.

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

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

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

- During admissions, the Pupil Accounting Secretary, Ms. Mann, our Parent Coordinator, Ms Cochran, and our trained school LAP members including our ESL teachers provide parents of newly enrolled ELLs with information on the different ELL programs that are available.
- We use translated material (brochures, DVDs) provided by the Office of ELLs and if necessary we use services offered by the Translation and Interpretation Unit to better serve our parents.
- Parents **This school serves the following grades (includes ELLs and EPs)** the student is interviewed if necessary in the native language to make an initial determination of **6* 7* 8* 9* 10* 11* 12***
- The parent **Check all that apply** indicating what language their child speaks at home. **12***
- Parents are then invited to attend Parent Orientation in their native language or in English during our regularly scheduled Parent Orientation meeting in September, and are given opportunities to ask questions so that they can make an informed placement selection and to assist them with completing their Program choice form, so that they can return it at the end of the orientation session. Additionally, on-going orientation in Spanish and Haitian-Creole are provided, (if necessary) throughout the school year, to inform parents about curriculum and specific program information. We have staff available that speak both languages who are designated to answer any specific questions parents may have about the programs we offer. This is an on-going process that transpires throughout the year, as new portennial ELLs are admitted into the school.
- Parents who are unable to attend the scheduled meetings may call the school to make an appointment to discuss program matters and their child's academic progress. Generally, the first period of the day has been set aside to assist parents with much needed translations of documents and/or to conduct parent/student conferences.
- ELLs are administered the Language Assessment Battery-Revised (LAB-R). If student scores below proficiency (i.e. on a beginning, intermediate or advanced level) the student is then considered an ELL and is placed in the appropriate program, within ten days of enrollment.
- Parent choice, coupled with program availability and LAB-R results determine program placement for ELLs. Parents are notified immediately by mail regarding their child's eligibility.

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

#5. After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program choices has been consistently the option of participating in our ESL program. However, based on a review of the most recent parent choice forms, this year we may have to offer a Transitional Bilingual Education program to our students, as the parent choice request numbers were as follows: Bilingual Education (07), Transitional Bilingual Education (09), ESL Education (07), and no choice requested (02). We give Parents the opportunity to choose the programs of their choice: Transitional Bilingual Education Program (TBE), Dual Language Program, and Freestanding ESL Program. Currently, we only offer a free-standing ESL push-in program, however, during our Parent Orientation session, parents are informed that they have the right to request that a Bilingual class, or Transitional Bilingual program are formed, if there are 15 or more parents on two contiguous grades, who desire that program. In cases where there aren't enough students to form a bilingual or TBE class, the parent can opt for their child to attend another school in our district, or opt to stay in the ESL program at our school. Additionally, parents are informed of a school where such program choice may exist.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	4
SIFE	5	ELLs receiving service 4-6 years	8	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		
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	Total
TBE										0
Dual Language										0
ESL	23	5	1	8	0	3	1	0	0	32
Total	23	5	1	8	0	3	1	0	0	32

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	0	6	1	5	4	1	0	0	0	0	0	18
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Bengali	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	3	1	0	1	0	0	0	1	0	0	0	0	7
Haitian	0	0	0	0	1	0	0	0	0	0	0	0	0	1
French	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	1	0	0	0	0	0	0	0	1
TOTAL	3	5	1	6	4	7	4	1	1	0	0	0	0	32

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

Our ELL students receive push-in ESL instruction via a collaborative approach to teaching and learning 100% of the time, so that our ELLs do not miss classroom instruction, but instead receive the support of the ESL teacher in their homerooms, that are heterogeneously grouped, where the teacher is more familiar with their instructional needs. The allotted amount of push in each class varies according to the program mandates for our students. Students who scored at a beginner or intermediate level on the NYSESLAT receive a minimum of 360 minutes of ESL block instruction, while those who scored at an advanced level only require 180 minutes of ESL block instruction to ensure that they have the greatest opportunity for contiguous learning that is provided by two teachers possible. However, if there a combination of beginner, intermediate, and advanced students clustered in one class, then they all benefit from receiving 360 minutes of ESL push in support/instruction. Support, for our ELL's also includes interactive approaches to instruction that more deeply engage the students in the four language modalities, in addition to strategies, such as accountable talk, computerized instruction, and the use of manipulatives to support their learning.

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

#2. As mentioned above, ELL students on each grade are clustered into the same class, to the greatest extent possible, and when it is not possible to place all ELL on the same grade in the same official class, those students who are in other classes travel with the ESL teacher to the classroom of the other students on the grade, so that they can receive instruction together. The allotted amount of push in each class

A. Programming and Scheduling Information

varies according to the program mandates for our students. Students who scored at a beginner or intermediate level on the NYSESLAT receive a minimum of 360 minutes of instruction, while those who scored at an advanced level only require 180 minutes of instruction. However, if there a combination of beginner, intermediate, and advanced students clustered in one class, then they all benefit from receiving 360 minutes of ESL push in support/instruction

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

Explicit ESL Instruction

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

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

Explicit ELA Instruction

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

#4. ELL's are evaluated in their native language by the completion of the LAB exam. The LAB exam is given to students that score at or below cut scores on the LABR. LAB results help in the determination of language dominance for planning in providing bilingual and ESL services.

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

A. Programming and Scheduling Information

English proficient.

Our plan for SIFE students begins with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58's) with a HLIS OTELE (Other than English) and a complete review of the Spanish LAB, LAB-R and the Home Language Survey (HLIS). We identify students who are at least two years below expected grade level and have some basic literacy skills in their native language, or who have no skills in their native language. Feedback is also requested from the classroom teacher and parent to help plan for instruction for our students. At present we have no SIFE students. However, if we did have any our plan for these students would be to provide a differentiated program that would develop their core academic language and literacy skills both English and the native language. Students will also practice English skills through the use of Imagine Learning English technology reading program and trade books written in the native language of our students. The Imagine Learning program uses an ESL and Core Knowledge-Content area approach to learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL students including SIFE to strategies that accelerate their academic growth. Imagine Learning features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, SIFE students are closely monitored in our school's intervention academic programs such as extended day morning, after-school, and Saturday Academy. The program uses standard base instruction, NLA support, and interactive approaches such as library, and study groups.

Instructional plan for Newcomers

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

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

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

Our plan for our ELLs (special needs) is to increase high frequency vocabulary, use more lesson adaptations such as audio cassettes

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%			
75%			
50%			
25%			
100%			
75%			
50%			
25%			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

A. Programming and Scheduling Information

the ESL teacher also helps students prepare for their State exams by addressing test preparation before the exam. Comprehensive questions are posted on chart paper. Students are required to answer Comprehension questions by restating the questions in their answer.

B. Programming and Scheduling Information--Continued

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

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

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

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

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

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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#9. For those students who have achieved proficiency on the NYSESLAT, some of the transitional support that the students will receive will be an offer to participate in our After school and 37 1/2 minute tutorial programs. For those students whose parents wish for them to continue to receive ESL services (even though it is not mandatory, we will ensure that students are receiving a minimum of 180 minutes of push-in ESL instructional minutes provided according to proficiency levels in our ESL Pull-Out/Push-In program models. Each month all teachers will receive an updated list of "who's who" in their classes. These lists will contain critical information for all students, such as their ELL, Special Education, Promotional Criteria, etc., For those students who are transitional ESL students, this information will be included on their "who's who form, to remind their teacher of their "at-risk status" All ELL students will also have access to leveled libraries are available both in English and their native language, which will serve as an additional support for their literacy and linguistic improvement. Teachers of ELLs will work with our beginners and intermediate level students to teach them basic vocabulary and communication skills and the fundamentals of written and spoken English, so that they can be ready to develop socially and linguistically. Beginners, intermediate, and advanced level students will all focus on improving their speaking, reading and writing skills based on their varying readiness levels. Students will also be prepared to take the NYSESLAT through a variety of test sophistication materials throughout the course of the year.

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

#12. In order to make content comprehensible to enrich language development, core content area instruction is provided through a scaffolded English approach during the student's Literacy Block. Some of the strategies that will be used are a balanced approach to

B. Programming and Scheduling Information--Continued

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

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

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

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

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

#12. In order to make content comprehensible to enrich language development, core content area instruction is provided through a scaffolded English approach during the student's Literacy Block. Some of the strategies that will be used are a balanced approach to teaching literacy via activities such as read alouds, shared reading, guided reading, modeled writing, guided writing, and independent

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

N/A to PS/IS 73K

Science:

D. Professional Development and Support for School Staff

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

1. This year our ESL teacher will receive one on one professional development support that will be directly provided to her on an on-going basis, via the Principal, our CFN ELL Specialist, and any consultant who is partnered with our school for the year. As a part of her support, the consultant /CFN ELL Specialist will observe the ESL teachers instruction and provide her with immediate feedback/recommendations for improvement. Some of her strategies for support will also include on the spot coaching and modeling, by the Principal or CFN Specialist, if necessary. Whenever possible, we will also send the teacher out to professional development activities provided by our ISC, as well as to P.D. activities that will be provided by our CFN Network, or centrally offered PD activities. The professional development plan to build capacity for all personnel who work with ELLs will include participation in P.D.'s given by the Office of English Language Learners (OELL). This includes Workshops, such as: 1. Understanding Title III AMAOs: Accountability for ELLs, which was held on September 27, 2011. This workshop was designed to help schools understand AMAOs, their calculation methods, and practical strategies on how to use this data to improve programs for ELLs. 2. Professional Development on Language Allocation Policy which was held on October 13, 2011. This workshop was designed for Principals and AP's, the session features an updated LAP tool kit that contains the latest guidelines on how to create academically rigorous programs to meet the needs of the ELL population. 3. ELL K-12 Literacy Conference, which will be held on November 8, 2011. This workshop will focus on the implementation of practices that support the Common Core State Standards. 4. School Leadership for ELL Mathematics, which will be held on October 20, 2011. This workshop is dedicated to improving the quality of teaching the new CCLS for math to English Language Learners, is grounded in research on mathematical problem solving. Participants will learn how to use strategies for incorporating academic language development into lesson plans and how to help ELLs become proficient in using mathematical diagrams to solve problems. 5. Brain Research: Keeping ELLs in Mind, which will be held on November 2, 17th and December 7, 2011. This workshop focuses on Neuroscience, like pedagogy, looks at learning, but from a substantially different point of view, also touches on cognition, cultural and emotional aspects of learning. Our on-going workshop is Imagine Learning and Achieve 3000 which begins on October 28, 2011.

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

#3. We will ensure that our new ESL teacher and new general education classroom teachers receive a minimum of 7.5 hours of professional development, via his/her participation in monthly CFN/centrally offered trainings, and via on-going weekly support from the Principal throughout the course of the school year. Trainings offered by the CFN may include topics such as cultural and linguistic diversity, ESL methodologies, and stages of language acquisition, etc. Additionally, Teachers of ELL students view webinars that are provided by Imagine Learning and Achieve 3000 that discuss successful strategies such as: Differentiation of Instruction, Incorporating Linguistic activities, Scaffolding, and meeting the needs of these students. All records are maintained by the attendance/agenda sheets, and all training information on our ELLs are kept in the ELL Compliance Binder which is located in the Principal's office.

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?
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#2. Our school will continue to participate in the bi-monthly trainings offered by our CFN partners and the Brooklyn BETAC office. Parents of ELL students will be invited to attend workshops and any applicable translation services will be provided.

#3. We will continue to evaluate the needs of our ELL psarents by sending home surveys, and interviewing with them during our monthly scheduled parent meetings. Additionally, we have a suggestion box located in the Main Office and parents of ELL students are invited to share their ideas/needs/ concerns via this forum. Ideas/suggestions/needs are reviewed by the Principal and discussed. Applicable translation services will be provided.

#4. Our parental activities specifically address the needs of our ELL parents, because they are designed with their specific needs/interests in mind, and via the advice of the ELL parent on our SLT, ideas/suggestions received via our suggestion box. Each month, the Principal holds a "Coffee With the Principal" meeting with the parents of all ELLs, where at that meeting, parents are encouraged to share with her, their concerns, questions, and needs. Therefore, via these meetings we have ample opportunity to communicate with the parents of our ELLs to address their concenrs and needs. In addition, ELLs parents are given materials to help their child(ren) at home to reinforce what they have learned academically, and some strategies are: extra homework materials, testing information , information regarding the ARIS portal, information regarding websites that they can use at home, additional reading materials (if requested) to reinforce what they have learned in their language. If we are not able to address parental needs/concerns at the school-wide level. The Parent Coordinator contacts the parent with the Community Agencies to address their needs or concerns. Applicable translations services will be provided.

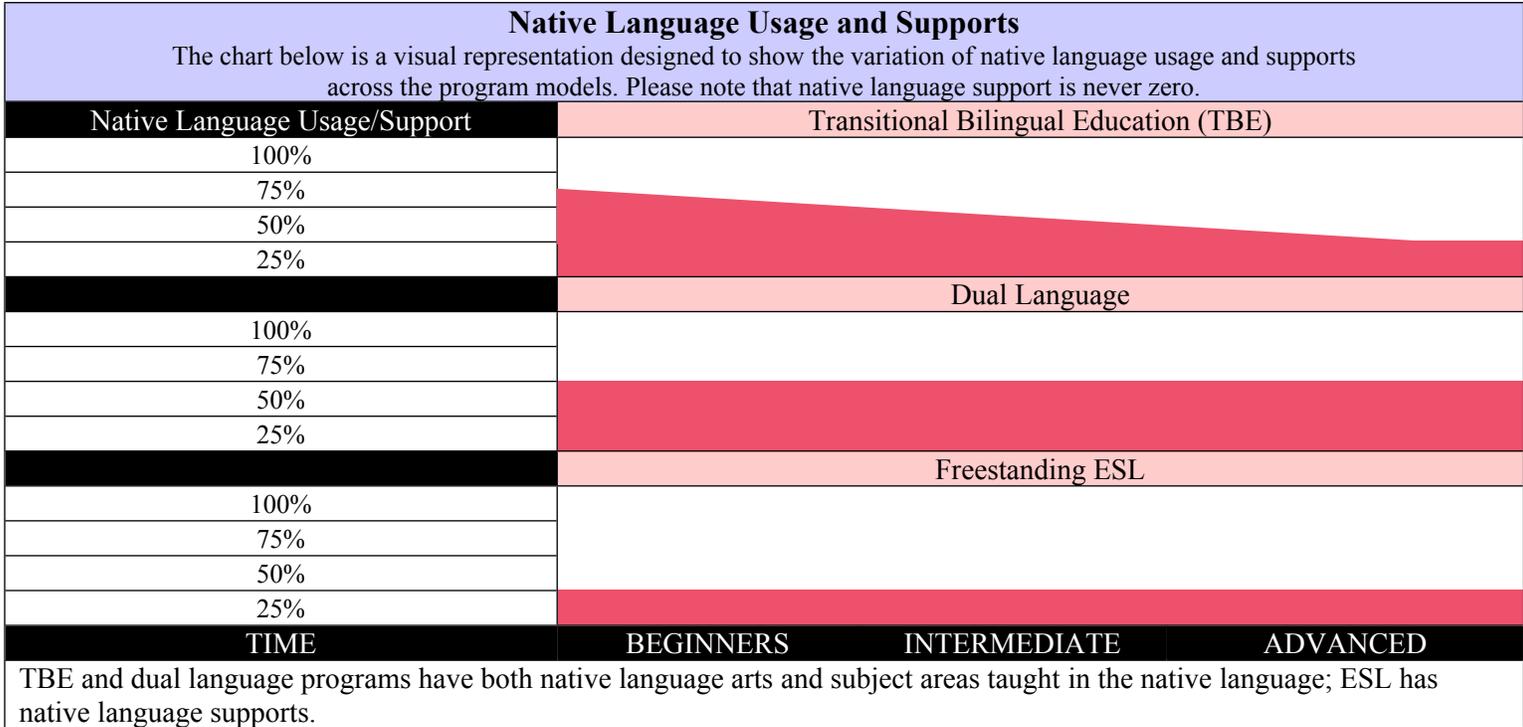
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

#12. In order to make content comprehensible to enrich language development, core content area instruction is provided through a scaffolded English approach during the student's Literacy Block. Some of the strategies that will be used are a balanced approach to

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C. Schools with Dual Language Programs

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

N/A to PS/IS 73K

D. Professional Development and Support for School Staff

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#1. To continue to increase and ensure the continued involvement of our ell parents, each month our Principal, ESL Teacher, and Parent Coordinator will collaborate and prepare for and co-facilitate our monthly "Coffee with the Principal" parent meetings. At these meetings we will continue to address their concerns and/or questions, as well as provide them with up to date information about their children's performance in all of their academic subject areas. We hope to increase and improve our communication with ELL parents this year by solicitng the support of the eLL parent on our SLT during ELL parent meetings and during SLT meetings to get her valuable feedback on ways that we can continue to refine our efforts to meet the needs of our ELL parents. However, based on the verbal feedback given to me at our last ELL "Coffee with the Principal" parent meeting, all parents who attended felt the school went above and beyond to meet their needs. As a result, they were quite satisfied with having their children attend our school. Any or all correspondance sent home will be translated in their native language of our ELL students. The actual translation services can be provided by our bilingual staff member and or translation services of the Department of Education. ELL parents are invited to attend any or all school-wide events/workshops offered by the school and or Parent Coordinator. During PTA Conferences translators are available to address all concerns. All records are maintained in our ELL Compliance Binder which is located in the Principal's office.

#2. Our school will continue to participate in the bi-monthly trainings offered by our CFN partners and the Brooklyn BETAC office. Parents of ELL students will be invited to attend workshops and any applicable translation services will be provided.

#3. We will continue to evaluate the needs of our ELL psarents by sending home surveys, and interviewing with them during our monthly scheduled parent meetings. Additionally, we have a suggestion box located in the Main Office and parents of ELL students are invited to share their ideas/needs/ concerns via this forum. Ideas/suggestions/needs are reviewed by the Principal and discussed. Applicable translation services will be provided.

#4. Our parental activities specifically address the needs of our ELL parents, because they are designed with their specific needs/interests in mind, and via the advice of the ELL parent on our SLT, ideas/suggestions received via our suggestion box. Each month, the Principal holds a "Coffee With the Principal" meeting with the parents of all ELLs, where at that meeting, parents are encouraged to share with her, their concerns, questions, and needs. Therefore, via these meetings we have ample opportunity to communicate with the parents of our ELLs to address their concenrs and needs. In addition, ELLs parents are given materials to help their child(ren) at home to reinforce what they have learned academically, and some strategies are: extra homework materials, testing information , information regarding the ARIS portal, information regarding websites that they can use at home, additional reading materials (if requested) to reinforce what they have learned in their language. If we are not able to address parental needs/concerns at the school-wide level. The Parent Coordinator contacts the parent with the Community Agencies to address their needs or concerns. Applicable translations services will be provided.

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

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)	3	4	1	2	1	1	1	1	1					15
Intermediate(I)	0	1	0	2	2	3	0	0	0					8
Advanced (A)	0	0	0	0	0	3	3	0	0					6
Total	3	5	1	4	3	7	4	1	1	0	0	0	0	29

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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:

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.

N/A

Part VI: LAP Assurances

School Name: P.S./I.S. 73

School DBN: 073

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenya Stowe	Principal		10/14/11
G. Lipscomb	Assistant Principal		10/14/11
M.rs. Cochran	Parent Coordinator		10/14/11
Mr. Wadley	ESL Teacher		10/14/11
	Parent		10/14/11
	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		10/14/11
N/A	Coach		10/14/11
N/A	Coach		10/14/11
Ms. Villarson	Guidance Counselor		10/14/11
Roxan Marks	Network Leader		10/14/11
	Other		10/14/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 23K073 **School Name:** PS/IS 73 THOMAS BOYLAND SCHOOL

Cluster: Chris Groll **Network:** 401

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

Part A: Needs Assessment Findings

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

At the time of registration, we will assess the need for parents receive translation services. If a Spanish-speaking/Haitian-Creole parent requires translation services, it will be provided by our Pupil Accounting Secretary/ Paraprofessionals who speak Spanish, or our school's Guidance Counselor/Psychologist, who speak Haitian Creole. If any other translation services are needed, we will use the over the phone services of the DOE Translation department.

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

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

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

The major findings of our school's written translation and oral interpretation needs (which were based on face to face meetings with parents), show that we need to continue to send written and verbal communication out to most of our Spanish-speaking homes in Spanish. Though many of our Spanish-speaking parents also speak English, many have stated that they understand written correspondences better, when written in Spanish. Additionally, we need to have all school announcements and procedures displayed in different areas in the dominant languages making them easily accessible to all parents. These findings were communicated to our school community at staff conferences, parent meetings, and during SLT meetings.

Part B: Strategies and Activities

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

PS/IS 73 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services that are critical to their child's education as stated in the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, flyers, report cards and other parent information in the dominant languages. The translation services will primarily be done by in-house school staff or parent volunteers. If needed, we may utilize the Language Translation Services provided by the DOE.

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

The oral interpretation services the school will ensure that all parents are provided with appropriate and timely information in a language that they can understand. These services will be provided by the appropriate in-house school staff or parent volunteers. Additionally, when needed, we will utilize the oral interpretation services of the Language Translation Services provided by the DOE.

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

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation interpretation services by providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services. The school will also post in a conspicuous place or at the main entrance a sign in each of the required languages, indicating the room where a copy of such written notification can be obtained. Our school's safety plan will also contain procedures for ensuring that parents in need of language assistance services are provided with written translation.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS/IS 73	DBN: 23K073
Cluster Leader: Chris Groll	Network Leader: Roxan Marks
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Data from the 2010-2011 NYS ELA and Math exams, 2010-2011 NYSESLAT exams, Student Identification Home Language Survey and other school-wide data provide evidence that there is a need to provide additional academic and social support to our ELL parents and students and additional professional development to our staff members in order to provide an optimal educational experience. The NYSESLAT reveals that we have 15 students who performed at beginner level, 8 who performed at intermediate level and 6 who performed at advance level. The NYS exam results reveal that 100% of our ELLs that took the exam are performing below proficiency (below a level 3) in ELA and 64% are performing below proficiency in Math. To support these students and improve their academic and social performance and support their parents in helping them, an afterschool program will be offered. The after-school program will take place 2 days a week for 2 hours each day. This program will be offered to our ELL students and their parents in grades K-8 and will be taught by our common branch teachers that have experience servicing our ELL population and our ESL teacher will push-in to each classroom during each session for 30 minutes to provide support services. The ESL will also spend 30 minutes providing small group instruction to the students in the grades 3-5 bridge class. Our bilingual para who is also a certified Spanish teacher and our parent coordinator will also provide support services. The paraprofessional will rotate between the 3 classes providing instructional support and translation as needed. The common branch teachers and ESL teacher will use English as the language of instruction. There will be 3 bridge classes: Grades K-2 (9 students), Grades 3-5 (17 students), Grades 6-8 (6 students). The goal of this program will be to provide additional ESL instruction to our students and their parents, test prep for the NYS ELA, Math and NYSESLAT exams, as well as continue our efforts to foster better relationships between our students, parents and school community. The parents will be provided with hands-on language activities and will be invited to go on class field trips. Materials and programs that are researched based and proven to be effective with this population will be purchased and utilized for ESL instruction and test preparation. Additionally, funds will be utilized to purchase additional licenses for parent use of Imagine Learning. The program will begin in December and will run through the end of May. There will be approximately 35 sessions. Additionally, some funds will be utilized to purchase Math Connects, a research based math program proven to meet the needs of ELL students will be purchased and utilized in the classrooms that have ELL students in grades 3-8. 4 desk computers will also be purchased for the ESL classroom to allow more students access to technology and the software programs that we have available. Funding from other sources will be used to complement the school's Title III allocation to implement this supplemental program.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Meeting the needs of our ELL students and improving their academic performance is a priority this school year. As a result, the ESL teacher, any teacher with ELL students in their class, our parent coordinator and administrators will receive on-going professional development throughout the year on various topics related to educating, supporting and meeting the needs of this subgroup and their parents. Professional development will be provided by our network, as well as any additional consultants whose workshops have demonstrated proven effectiveness. The administrative staff will continuously seek out consultants who can provide the professional development. Some of the topics to be covered and the tentative dates are as follows:

*Demystifying ELL Data - December 19-20, 2011

Rationale: Teachers who service ELL students must understand how to gather, organize, analyze and use ELL related data in order to accelerate achievement for these students.

*Meeting and Supporting the Needs of ELL - December 22, 2011

Rationale: Teachers who service ELL students must understand the needs and learn strategies that will allow them to meet and support the instructional needs of this subgroup and their parents. Teachers will learn practices and strategies that will maximize learning for ELL students.

*Common Core and ELL Students - January 12, 2012

Rationale: With the rigorous demands of the Common Core Learning Standards, teachers must be well-versed in practices and strategies that will support the success of ELL students meeting these demands.

*Differentiated Instruction - January 28, 2012

Rationale: Lessons and assignments must be differentiated to better meet the needs of this subgroup and improve achievement. To aid in differentiating instruction and assignments, teachers must be well-versed in utilizing all available data resources to individualize the instruction. Teachers will learn approaches and strategies that will help them better plan and execute differentiated instruction and assignments.

*Supporting the ELL in the Mainstream Classroom - February 9, 2012

Rationale: All of our ELL students receive most of their academic instruction in the mainstream classroom. Teachers of ELL students will learn how to meet the instructional needs of these students in this setting. They will learn practices and strategies that will maximize learning for their ELL students.

Part C: Professional Development

*Study Skills - February 10, 2012 (Parent Workshop)

Rationale: Research shows that students whose parents are involved in their educational experience tend to do better than those whose parents are not. This workshop will provide parents with study and organizational skills/strategies to support the work that they do with their children at home.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: In an effort to be responsive to all parents needs through the personal attention of school-based staff, parents of ELL students will be invited to participate in the after-school program offered to their students. This program will be supported by our bilingual paraprofessional and our parent coordinator. Additionally, to better understand the needs of our ELL parents and hear their voice, parents of ELL students will be invited to a monthly coffee with the principal. The goal is to make these parents feel a part of the school community and to give them an opportunity to ask any questions and share concerns with the principal. Various information will be shared on the overall performance of this subgroup as well as suggestions for the parents to support their child at home. These meetings will take place on Dec. 6, Jan. 3, Feb. 7, Mar. 6, April 3, May 1 and June 5 between 8am-8:45am. Additionally, various workshops will be sponsored throughout the year by our parent coordinator, PTA and ESL teacher. Parents will be notified of these events via flyers sent home in their native language and our school messenger service.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		