Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : PS 73X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X073

PRINCIPAL: JEAN MIRVIL EMAIL: JMIRVIL@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, our testing level students will show an increase of 14% from 26.3% to 30% achieving Level 3 or 4 on the NYS ELA exam and an increase of 11.4% from 34.1% to 38% achieving Level 3 or 4 on the Math exam by strengthening our Units of Study while increasing the engagement of students in various subjects including the Arts.

Comprehensive needs assessment

After conducting a survey of teachers on each grade regarding the Units of Study and the Common Core Standards, it was determined that we needed to make sure that all standards were covered and met in our Units of Study.

Instructional strategies/activities

- The Administration will work with constituents of teachers to clarify and identify gaps and repetitions from last years Units of Study. (August 2011 through October 2011).
- Teachers will build stamina in the use of the standards. They will use higher order thinking skills and the language of the Common Core Standards when modeling for their student's throughout the day to make it part of the student's language. (September2011 through June 2012).
- Specific Standards will be highlighted and measured for each Unit of Study. Assessment pieces will be evaluated at the end of each Unit by the Literacy E-team and feedback will be given to the classroom teacher. Samples of student work will be posted on bulletin boards and around the classroom for students to see. (Every 4-6 weeks at the end of the Unit of Study. September 2011 through June 2012).

Strategies to increase parental involvement

- At the beginning of the year the Student Handbook including the Parent Involvement Policy is distributed to every student. The parents read it and return the signed contract on the last page.
- At the end of each Unit of Study, parents are invited to a *Celebration* where students share their final pieces.
- Parents are invited to Title I meetings and PD workshops throughout the year. Topics include but are not limited to: How to help your child do well in school; the Common Core Standards; How to use ARIS; preparing for State exams.
- Parents are included on our SLT Team that meets once a month on Thursday.
- Translators are available for parents who speak Spanish or French.
- Notices that are sent home are in English and Spanish.
- Progress Reports are sent home every 6 weeks

Strategies for attracting Highly Qualified Teachers (HQT)

- The Administration attends hiring fairs to identify and recruit highly-qualified teachers
- The Personnel Secretary works closely with teacher to ensure that those that are not HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support, struggling, new to our school and unqualified teachers.

- Informative PD is given to retain HQT

Service and program coordination

- We have a Community Coordinator who supports our efforts to improve our school programs with our CBOs.
- Several After School and Saturday Programs are in place that target our students in reading, writing, listening, speaking.
    - Century 21, Woodycrest, PS 73 After School, Saturday Academy, SCAN, NESI and Academic Enterprise

Budget and resources alignment

As a Title I School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below

- Supervisor per session
- Professional instructional materials
- Consumable instructional materials
- Teacher per session for after school programs and professional development

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, our testing level students will show an increase of 14% from 26.3% to 30% achieving Level 3 or 4 on the ELA exam through increased fluidity in writing across all grades where students independently initiate critical thinking in strategies to improve the quality of their work.

Comprehensive needs assessment

After looking at student work and analysis of the NYS ELA and AQUITY, it was determined that our students needed to increase their vocabulary and show greater improvement in the fluidity of their writing.

Instructional strategies/activities

- Daily block of time for Writers Workshop will be aligned to support our units of study across the genres. Writing strategies will be taught to draft, edit, and revise pieces of work. (September 2011 – June 2012)
- Students will show an increase in fluidity of writing as seen from their Baseline, midline and endline writing pieces. (September 2011, January 2012, June 2012)
- Assessments in each unit of study will be an evaluation tool to continually inform the teacher of their students' progress. Students' writing portfolios and writer's notebook will show evidence of being able to write in different genres. (Every 6 weeks after the completion of the Unit of study).
- Criteria Charts will be developed with the students (Ongoing).
- Tracking and monitoring of students will look for patterns and trends across the content areas (Ongoing).

- Students will be asked to respond to literature and show an increase in their vocabulary across the curriculum in their writing pieces. (September 2011-June 2012)
- Literacy E-Team will look at student work systematically and give recommendations to teachers (Literacy E-Team meets monthly on Monday).
- Grade meetings will take place for teachers to share their best practices and to adjust the units of study accordingly (Weekly)

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Strategies to increase parental involvement

- At the beginning of the year the Student Handbook including the Parent Involvement Policy is distributed to every student. The parents read it and return the signed contract on the last page.
- At the end of each Unit of Study, parents are invited to a *Celebration* where students share their final pieces.
- Parents are invited to Title I meetings and PD workshops throughout the year. Topics include but are not limited to: How to help your child do well in school; the Common Core Standards; How to use ARIS; preparing for State exams.
- Parents are included on our SLT Team that meets once a month on Thursday.
- Translators are available for parents who speak Spanish or French.
- Notices that are sent home are in English and Spanish.
- Progress Reports are sent home every 6 weeks

Strategies for attracting Highly Qualified Teachers (HQT)

- The Administration attends hiring fairs to identify and recruit highly-qualified teachers
- The Personnel Secretary works closely with teacher to ensure that those that are not HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support, struggling, new to our school and unqualified teachers.
- Informative PD is given to retain HQT

Service and program coordination

- We have a Community Coordinator who supports our efforts to improve our school programs with our CBOs.
- Several After School and Saturday Programs are in place that target our students in reading, writing, listening, speaking
    1. Century 21, Woodycrest, PS 73 After School, Saturday Academy, SCAN, NESI and Academic Enterprise

Budget and resources alignment

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- Teacher per session for after school programs and professional development

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, our testing level students will show an increase of 11.4% from 34.1% to 38% achieving Level 3 or 4 on the Math exam using skillful teachers who will share best practices by applying higher order thinking skills to enhance and maintain math performance levels.

Comprehensive needs assessment

After analyzing student performance data on state assessments and AQUITY, it was determined that our struggling Level 1 and Level 2 students needed to be targeted.

Instructional strategies/activities

- To assist our struggling Level 1 math students, we will be differentiating instruction by supplementing our Everyday Math curriculum with "*Know the core, get a four"* a school based collaborative strategy designed to enhance our math performance at all levels focusing on grades 3-5. (September 2011-June 2012)
- MATH UP Grant to provide Professional Development on a monthly basis to a core group of teacher leaders (lead teachers, coach, enrichment) in an effort to build school capacity to improve student achievement in mathematics for ELL/Special needs students. (September 2011-June2012)
- MATH UP will provide demonstration lessons in mathematics in addition to materials/resources for on site math discovery center. (September 2011-June 2012)
- Materials have been purchased through this grant including iPads for the teachers, and games and manipulatives for the students. (Received during the summer of 2011 to be used throughout the 2011-2012 school year).
- MATH UP will do an iPad training to demonstrate how to use it in the classroom, where all staff will be invited to attend. (November 2011)
- Specific selection of students at risk will be analyzed to provide targeted recommendation to meet individual students and subgroup needs.
- Assess students at various intervals to monitor student progress and to maintain mechanisms for ongoing reporting of student growth on an ongoing basis.
- Soliciting units of study that are geared to address areas of weakness as indicated by the ongoing assessments of various skills and targeting individual student progress for differentiating instruction, on an ongoing basis.

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Strategies to increase parental involvement

- Parents are invited to Title I meetings and PD workshops throughout the year. Topics include but are not limited to: How to help your child do well in school; the Common Core Standards; How to use ARIS; preparing for State exams.
- Parents are included on our SLT Team that meets once a month on Thursday.
- Translators are available for parents who speak Spanish or French.
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- Mentors are assigned to support, struggling, new to our school and unqualified teachers.

- Informative PD is given to retain HQT

Service and program coordination

- We have a Community Coordinator who supports our efforts to improve our school programs with our CBOs.
- Several After School and Saturday Programs are in place that target our students in math
  Century 21, Woodycrest, PS 73 After School, Saturday Academy, SCAN, NESI and Academic Enterprise

Budget and resources alignment

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ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2012, our newly arrived and native speakers of English will be given an opportunity to practice verbal and writing strategies to foster cultural responsibility, tolerance and citizenship for character development and our test taking ELL students will show an 8% increase from 50.8% to 55% at the 75th Growth Percentile or Higher on the ELA and a 10% increase from 50% to 55% at the 75th Growth Percentile or Higher on the Math

Comprehensive needs assessment

After surveying the teachers, and analyzing our student performance data on state assessments it was determined to focus on our ELLs in ELA and Math.

Instructional strategies/activities

- Teacher modeling for students to understand and to verbally demonstrate increased confidence in using the English Language. (September 2011 through June 2012).
- Gathering data from students' levels on various assessments. Analyze the data to formulate instructional goals for school and individual student goals. Communicate the goals Schoolwide and disseminate goal information to relevant parties. (By mid October 2011).
- Setting benchmarks to ensure academic achievement. Assess students at various intervals to monitor student progress and to maintain mechanisms for ongoing reporting of student reporting of student growth in all areas on an ongoing basis.

- Targeting staff in areas of expertise to provide support for students during classroom instruction and to ensure gains in subsequent areas of need. Specific selection of students at risk will be analyzed to provide targeted recommendation to meet individual students and subgroup needs.
- Posting of relevant data to ensure that goals are clearly understood by the entire staff. It is the culture of our school for the entire staff to focus in the same direction. We are data driven in identified areas of instruction as set in our action plan.
- Parent workshops will be given with translators to assist parents in working with their children
- Print rich environment will be evidenced throughout the building

Strategies to increase parental involvement

- Parents are invited to Title I meetings and PD workshops throughout the year. Topics include but are not limited to: How to help your child do well in school; the Common Core Standards; How to use ARIS; preparing for State exams.
- Parents are included on our SLT Team that meets once a month on Thursday.
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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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	131	3		
1			N/A	N/A	151	4		
2	36	36	N/A	N/A	163	3		
3	30	30	N/A	N/A	161	3		
4	9	9			115	5		
5	7	17			122	4		
6								
7								
8								
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	**Achieve3000/small group/Creative Time** **Literacy Lab/small group/during the school day** **Fundations/small group/ during the day** **Wilson/ small group/during the day** **Great Leaps/small groups/during the day**
Mathematics	**Ladders to Success/Small Groups/during the school day**
Science	**NYS Science/small group/during school**
Social Studies	**NYS Social Studies/ small group/during school**
At-risk Services provided by the Guidance Counselor	**Mentoring/small group/during school** **Mentoring/ one-on-one/during school**
At-risk Services provided by the School Psychologist	**Mentoring/one-on-one/during school**
At-risk Services provided by the Social Worker	**N/A**
At-risk Health-related Services	**AIDS population**

Public School 73X
1020 Anderson Avenue Bronx, N. Y. 10452 (718) 681-6776 FAX (718) 681-6749

Jean Mirvil
Principal

Denise Kaalund
Arcania Jaquez
Craig Monteverde
Assistant Principals

SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during school year 2011-2012.

SCHOOL RESPONSIBILITIES

PS 73X will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the City and State's student academic achievement standards in a risk-free environment.
- Provide the parent with an individual student report about the performance of their child on the State assessments in Reading and Math.
- Hold parent – teacher conferences in the Fall and Spring during mandated sessions
- Provide information to parents, including alternative formats upon the request of parents with disabilities
- Have monthly meetings with the parents on school related topics.
- Teacher conferences will be ongoing as needed.
- Progress reports will be distributed to parents a minimum of three times a year.
- Parent Coordinator is available in the Parent Resource Room.
- Teachers are available during their prep periods by appointment.
- Ongoing training for Learning Leaders in the Fall and the Spring.

PARENT RESPONSIBILITIES

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

- Supporting our children's learning by making education a priority by:
- Making sure our children are on time and prepared for school everyday.
- Talking to our children about what they did at school today.
- Scheduling a daily homework time.
- Checking homework to make sure it is completed.
- Providing an environment conducive to studying.
- Monitoring the amount of television time.

- Making sure our children follow the mandated uniform policy.
- Volunteer in a classroom (other than their child's).
- Participate in school activities on a regular basis
- Stay informed about my child's education.
- Read all notices that come home in a timely fashion.
- Read with my child every day.
- Take my child to the library on a regular basis.
- Communicate positive values and character traits to my child.
- Respect
- Hard work
- Responsibility
- Respect cultural differences of others.
- Help my child accept consequences for negative behavior.
- Being aware of and following the rules and regulations of the school.
- Support the school discipline policy.

STUDENT RESPONSIBILITY

We, as students will share the responsibility to improve our academic achievements and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best.
- Come to school with all the necessary tools of learning.
- Pencils
- Books
- Homework, etc.
- Listen and follow directions.
- Participate in class discussions and presentations.
- Be honest and respect the rights of others.
- Follow the school's/class' rules of conduct.
- Wear the school uniform.
- Ask for help when we need it.
- Do our homework every day.
- Study for tests.
- Read every day with our parent.
- Get adequate sleep every night.
- Use the library to get information and enjoyable books.
- Give our parents all notices that are sent home that day.
- Behavior will be monitored closely and may impact on approval to attend various school activities

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(Please sign and return back to your child's teacher)

By signing this you are acknowledging that you have received this document and discussed it with your child.

_____ (Child's Name) _____ (Class)

_____ (Parent's Name)

_____(Signature)

_____ (Date)

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: ____09X073__ **School Name:** _____ PS73 _____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: ☐ Improvement Year 1 ☐ Improvement Year 2 ☐ Corrective Action Year 1 ☐ Corrective Action Year 2
☐ Restructuring Year 1 ☐ Restructuring Year 2 **X Restructuring Advanced**

Category: ☐ Basic ☐ Focused **X Comprehensive**

Intervention: ☐ School Quality Review (SQR) ☐ External School Curriculum Audit (ESCA)
☐ Joint Intervention Team visit (JIT) **x Not Required for 2011-2012**

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Findings: Pacing calendar units need to include strategies to meet identified subgroups' needs. Learning goals are aligned but did not include strategies for specific groups' needs. There was limited evidence of teachers' understanding on how to create tasks with differentiation strategies.
Co-teaching team strategies were weak. Coherence in teacher's role needed to be reviewed. Alignment in rubrics to reflect next steps as well as a uniform grading policy is needed for the school.
Recommendations: Ensure a common understanding of standards, the meaning of data and its implication for differentiated instruction across the grades.
Push for a closer alignment to support higher order thinking skills.
Engage experts to provide ongoing instructional support.
Findings: Revise the current ELA curriculum units of study to include a comprehensive standard based instructional model that incorporates strategies to address the needs of the targeted subgroups: 3-5 ELA: Hisp LEP ED and 3-5 Math SWD LEP.
Increase our approach to monitor planning and implementation of lessons that provide constructive feedback. This will ensure needs of targeted subgroups are met.
The need to monitor and evaluate teaching and instructional practices to provide constructive feedback to improve these practices with an emphasis on SWD classes.
Recommendations: Continue initiative of distributive leadership model to facilitate and support teacher growth.
Increase articulation among staff to support the achievement of targeted groups. Allocate funds to support extra-curricular activities and parent events thus increasing parents' involvement and their contribution in supporting students' learning.
Prioritize learning goals using systematic collection and analysis of data to devise strategies that have proven effective in teaching the identified subgroups. Provide ongoing intensive PD for administrators and teachers of identified subgroups.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

At the a start of the school year a retreat was held to review all areas of needs as well as recommendations made to evaluate our school academic of strengths and weaknesses; thereby formulating an action plan to address the following areas:

- PD for specific grade and staff servicing identified groups of students to enhance these students' higher order thinking skills in all content areas
- Funding will cover the cost of training staff as well as per session remuneration when supporting materials are developed and reviewed by teachers and school administrators.

- An after school program will be implemented to provide additional support to meet the needs of students who are not benefiting from SES programs.
- Teachers, Guidance, and a school aide will be hired to support the targeted groups: Hispanics, ELL's and Sp. Ed.
- Materials to support skills development in ELA and MATH will be purchased for grades 3, 4 and 5 with an emphasis on addressing the academic and social needs of identified subgroups.
- Expert consultant will be hired to facilitate staff review and analysis of interim assessments in order to provide feedback to administration and teachers and inform instruction mainly for the targeted subgroups.

Part B: For Title I SINI Schools Only

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

The 10% of the Title 1 set aside will be used to address recommendations from teachers based on their analysis of students' data and students' work, and teachers' surveys for Professional Development needs. Aussie and Network Achievement Coaches and Managers will provide training to identified teachers and provide adequate support to all classroom teachers during classroom visitations and follow up debriefing/ feedback meetings.
Achieve 3000 will be purchased with extensive training and ongoing support for both staff and students.
State/National training will be selected to address PD needs for Supervisors. They will be provided opportunities to attend State and nationally recognized conferences and institutes such as NYSABE NABE, and other institutes addressing the Common core State Standards and other Standards initiatives.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Expert teacher will be selected based on their implementation and knowledge of the Danielson Framework for Teacher Effectiveness, to serve as coach/mentor to a selected group of teachers. Additional training and support will be offered by the Network and by the Department of Education. Classroom inter-visitations within the school and in other schools will be organized to afford mentors and teachers opportunities to learn from their peers, share best teaching practices and devise strategies to address the specific needs of the students they serve.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

As is our practice, a quarterly letter will be shared with parents to update them about the school, our performance status and the recommendations made for instruction based the results of students' summative and formative tests. Parents will attend workshops where they will be provided with skills and strategies they can use to assist their children in meeting standard learning benchmarks established by teacher teams at each grade level. Translation will continue to be provided in the most common languages used at our school. The school will be contacting the resources offered from central board for additional translation needs.

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 Renardo Wright	District 09	Borough Bronx	School Number 073
School Name Public School 73			

B. Language Allocation Policy Team Composition ⓘ

Principal Jean Mirvil	Assistant Principal Arcania Jaquez
Coach J. Anglada	Coach K. Arrington
ESL Teacher J. Klauber	Guidance Counselor S. Ramcharan
Teacher/Subject Area G. Zelasco - Bilingual Teacher	Parent I. Benitez
Teacher/Subject Area E. Buckley - Bilingual Teacher	Parent Coordinator W. Jackson
Related Service Provider K. Shine	Other J. Barroso - Bil Coordinator
Network Leader Renardo Wright	Other W. Ocasio - Test Coordinator

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	3	Number of certified bilingual teachers	8	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	875	Total Number of ELLs	197	ELLs as share of total student population (%)	22.51%

Part II: ELL Identification Process

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

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

There are several structures in place at PS 73 to ensure that all our ELLs are identified and that the parents understand the program choices available to their children. At registration, parents/guardians of children who first enter the New York City public school system complete a "Home Language Identification Survey" (HLIS) with the support of the school pupil secretary, Ms. Julie Ortiz. Assistance is offered by a member of a group of trained pedagogues (Bilingual Coordinator - J. Barroso, ESL Teacher - J. Klauber, Test Coordinator - W. Ocasio). Children whose HLIS indicates that a language other than English is used in the home are given an informal interview in English and the student's native language where possible to confirm the child's dominant language. The identified children are administered the "Language Assessment Batter-Revised" (LAB-R) within 10 school days to determine if they are entitled to receive services to support their English language development. The LAB-R assessment is immediately hand scored. Children who score below a state designated level of proficiency on the LAB-R are identified as English Language Learners (ELLs), and are therefore entitled to receive services. ELLs whose HLIS indicates that Spanish is used in the home will also take a Spanish Language Assessmnent Battery test to determine language dominance. Parents will be notified of the test result and child entitlement/not entitlement to the program.

Parents of the newly enrolled ELLs will be provided with information on the different programs available at registration and/or at an orientation session. The school presents this information through a video, brochure, and speaker-representative. The speaker-representative is available to answer all questions. A translator is readily available, if needed. Parents are informed that they have the right to choose a transitional bilingual program, dual language program, or a freestanding ESL program. Afterwards, 'Parent Assurance Survey and Program Selection' forms are provided to the parents in order to indicate the programs that they want for their children.

The results of the Parent Survey and program selection form shows that the parents prefer the dual language program and the transitional bilingual program to the freestanding push-in ESL program.

This year, there are 55 students enrolled in the dual language kindergarten program, French/English and Spanish/English. From those students 13 are ELLs and 42 English Proficients.

There are 63 students enrolled in the first grade dual language programs - Spanish/English, French/English: 19 ELLs are enrolled in the Spanish/English DL and 2 ELLs are enrolled in the French/English DL and 42 students are English Proficients. In addition, 14 ELLs are enrolled in freestanding ESL program.

In the second grade level, there are 27 ELLs enrolled in the bilingual transitional program as opposed to 14 ELLs in the freestanding ESL program. There are 22 students enrolled in the French/English DL Program, 2 students are ELLs and 20 are English Proficients.

There are 25 third grade ELLs in the transitional bilingual program and 17 ELLs are enrolled in the freestanding ESL program. In addition, 24 are enrolled in the English/French DL Program (1 ELL and 23 EP Students).

The fourth grade level consists of 22 bilingual transitional students and 13 freestanding ESL students.

The pattern for for our fifth grade ELL students is as follows. There are 18 students in the bilingual transitional class and 8 students in the freestanding ESL program. The number of students in the freestanding ESL fifth grade class has decreased 15% from last year.

The programs at PS 73 are aligned with parent requests.

Based on community concerns and parent requests to offer all students the opportunity to learn a second language, we have

implemented a language enrichment program to fulfill those needs. The language enrichment program entails the pairing of a transitional class and a monolingual class for grade levels 3, 4 and 5. The goal is for the students to acquire the target languages by immersing the English proficient population in a Spanish environment with a certified bilingual teacher, as well as, immersing the ELLs in a total English environment with a certified teacher.

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): Spanish
Dual language program	Yes❄ No⭘	If yes, indicate language(s): French, Spanish

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**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	1	1	1	1								**4**
Dual Language (50%:50%)	2	2	2	1										**7**
Freestanding ESL														
Self-Contained		1	1	1	1	1								**5**
Push-In														**0**
Total	**2**	**3**	**4**	**3**	**2**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**16**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	197	**Newcomers (ELLs receiving service 0-3 years)**	166	**Special Education**	15
SIFE	6	**ELLs receiving service 4-6 years**	30	**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

	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	78	2	0	14	0	0	0	0	0	92
Dual Language	37	0	0	0	0	0	0	0	0	37
ESL	51	2	13	16	0	2	1	0	0	68
Total	**166**	**4**	**13**	**30**	**0**	**2**	**1**	**0**	**0**	197
Number of ELLs in a TBE program who are in alternate placement: 0										

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	0	27	25	22	18								**92**
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**	**0**	**27**	**25**	**22**	**18**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**92**

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	13	23	19	23															**32**	**46**
Chinese																			**0**	**0**
Russian																			**0**	**0**
Korean																			**0**	**0**
Haitian																			**0**	**0**
French	0	19	2	19	2	20	1	23											**5**	**81**
Other																			**0**	**0**
TOTAL	**13**	**42**	**21**	**42**	**2**	**20**	**1**	**23**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**37**	**127**

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): 0	Number of third language speakers: 0
Ethnic breakdown of EPs (Number): African-American: 68 Asian: 0 Hispanic/Latino: 55 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 4	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	0	11	13	15	12	8								**59**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic					1	1								**2**
Haitian														**0**
French		2	1	1		1								**5**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other		1		1	0									**2**
TOTAL	**0**	**14**	**14**	**17**	**13**	**10**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**68**

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?

The organization model for ELL instruction varies by program. The bilingual classes are self-contained and receive ESL instruction from their certified bilingual classroom teacher. The freestanding ELLs receive both push-in and pull-out services from certified ESL teachers. Finally, the dual language classes are collaboratively taught by certified bilingual teachers. All classes (bilingual, ESL, and dual language) are heterogeneous, meaning that ELLs of all proficiency levels are present.

According to the ELLs' proficiency levels, the teachers (certified bilingual or ESL) provide 360 minutes of ESL a week for beginner and intermediate students and 180 minutes of ESL and 225 minutes of ELA to advanced students.

Everyday, students receive the following instruction:

Transitional bilingual beginner and intermediate students receive 90 minutes of Native Language instruction, 90 minutes of ESL, 45 minutes of enrichment courses such as arts, music, library, technology or Physical Education, Mathematics Workshop in NL and English and 45 minutes of content area instruction. Native language and English are used consistently to teach core academic content areas.

The advanced students receive 45 minutes of ELA, 45 minutes of ESL, 45 minutes of enrichment courses, 90 minutes of Mathematics Workshop in English with Native language support when needed and 45 minutes of content area instruction in English with native language support.

In the Dual language program ELLs receive 60% of the instruction in Native language (French or Spanish) and 40% in English. English Proficient students receive 50% instruction in target language and 50% instruction in English.

Both ELA and NLA are being instructed in the form of a balanced literacy workshop model (90 minute block). In the bilingual classes, as per CR Part 154, beginners receive instruction 60% of the time in their native language (Spanish) and 40% of the time in English, intermediates follow a 50/50 model, and the advanced follow the 25/75 model.

In the bilingual classes, the use of two languages for instruction is clearly defined to support the developent of oral and written fluency, content knowledge, and ability to communicate well in the target language.

ESL, ELA, and NLA instruction includes literature and content-based instruction that is aligned explicitly to NYS Learning Standards.. Additionaly, both languages are used consistently to teach core academic content areas, language arts, mathemathics, science and social studies.

The students receive NLA and Math in Spanish or French according to the LAP. The NLA blocks present material that is conceptual and linguistically demanding. Teachers have both content and language objectives in each lesson to help make the material more comprehensible. They plan lessons that address the four modalities (listening, writing, reading, and speaking) and have a linguistic review at the end of each lesson. They use both higher order thinking and inquiry problem-solving skills to ensure academic rigor in a thinking curriculum. ELA, Social Studies, and Science are taught in English/Spanish according to the students' proficiency levels. Teachers use a variety of methods to promote language acquisition through the content areas. They use visual aids, technology (computers and smart

A. Programming and Scheduling Information

boards), TPR, word walls, project-based units, hands-on experiments, learning centers, and small group instruction to maximize comprehension and language acquisition. Accountable Talk is one of our main focuses to enhance students' comprehension and to help them to manipulate language.

In freestanding ESL classes, all content areas are taught in English only. All content areas are taught using ESL methodology. ESL teachers push into the classroom daily to support language acquisition. Native language support is provided whenever possible. Ongoing assessments of students in academic content areas as well as language development in both languages are in place. Teachers collect and analyze multiple sources of data such as NYCESLAT, LAB-R, E-CLAS-2, El Sol, Running Records, Practice Tests, Unit Tests, Acuity etc to measure goals that will help improve areas that impact teaching and learning.

To differentiate instruction for ELLs and ELL subgroups, there are many systems in place. In implementing our Balanced Literacy curriculum, our goal is to provide our ELLs instruction with added emphasis on speaking, listening, reading, and writing skills to enable these students to make marked achievements on the NYSESLAT. Teachers are given their ELLs' NYSESLAT scores, and so are able to know which modalities to focus on with which students. Teachers use instructional strategies to increase English acquisition such as scaffolding, visual aids, tapping on prior knowledge, graphic organizers, and sentence frames. Teachers also use MacMillan/McGraw-Hill's Avenues as part of their ESL curriculum.

The needs of our SIFE and long-term ELL students (those who have been in the program four years of more) in grades one through five. are offered after-school programs that focus on targeted strategies and activities to promote English proficiency and increase test preparation skills (which will help them on both NYSESLAT and ELA). In addition, Creative Time (Extended Day Program) has been designed to support SIFEs and ELLs that have been in the program for more than three years. Experienced teachers visit the classroom on Mondays through Wednesdays from 8:00 to 8:50 to support students' reading skills, word attack skills, test taking skills, vocabulary development and math. The student to teacher ratio is 10:1, providing the struggling students the individualized attention that they need. At least twice a week, during the classroom teachers' preparation time, area specialists with specific training in working with ELLs provide the students extra support in developing literacy skills. ELLs with special needs are placed in CTT classes and are instructed by both a Bilingual and a Special Education Teacher. During the course of the day, the teachers provide small group instruction for their targeted population to reinforce the lessons of the day. The lessons are differentiated for this population to meet the individual needs of each child in order to track and support the individual progress of the students. We also have more frequent intervals of assessments to closely track progress and plan instruction. ELL newcomers that have been in the US schools less than three years, especially those ELLs who have been here one year and have ELA testing, also participate in after- school programs that focus on test taking skills and English language acquisition. The students are able to familiarize themselves with the format of both the ELA and NYSESLAT.

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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

Native Language 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)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
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.

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.

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?

ELLs who reach proficiency on the NYSESLAT and still need support according to their needs and performance on standardized assessments are placed in a freestanding ESL class where an ESL teacher pushes in and supports further acquisition of English. All ELLs, including those who need transitional support after placing proficient, will participate in several new programs. This upcoming school year, in addition to ELL programs from previous years such as NESI and Academic Enterprise. We have a new Saturday program this year that provides extra academic support to help develop the four modalities, especially listening skills. The school has purchased Imagine Learning, a computer program that supports vocabulary development, inferential and literal skills, grammar skills, literary analysis, and reading comprehension through interactive games, videos, songs, and books. ELLs will also participate in thesecond pilot program this year called Learning Village. Similar to Imagine Learning, Learning Village promotes language acquisition through interactive books (including decodable books)in Spanish and English, explicit phonics instruction, and games. The Learning Village provides a huge library of leveled books in a large assortment of genresthat students, parents and teachers can access. Destination Learning, a component of the Learning Village, offers the teachers of ELLs a vast amount of resources such as lesson plans, record keeping assessments and instructional materials.

All ELLs also participate in Achieve 3000, a computer program that targets reading comprehension through nonfiction texts like articles on science and current events. There is both an English and Spanish component of the program. Additionally, ELLs participate in the Bronx Museum of Art connection to enhance literacy skills through the arts. Museum curators come to the school and work with the teachers, or the students go to the museum, during the school day and students create art inspired by the museum exhibits, write about their art, read about art and role play to develop further their literacy skills. ELLs receive added support through participation in the Story Pirates Program. During the daily Writing Workshop, students write stories or plays and professional actors adapt the stories for the stage and perform the stories for the students. Students learn about story development, dialogue and sequencing. In addition to our formal assessments, we are now utilizing Colorín Colorado monthly language monitoring forms as an ongoing assessment to gauge the progress of the students' reading and language development skills. This helps guide instructional practices for all staff that work with the ELLs. Before the beginning of the school year, we have a parent orientation meeting where students and parents can visit the school and parents have the opportunity to talk with the administration and teachers. They get a list of books the children can read and places they can receive services in the community. The principal also meets with parents and new ELLs in the beginning of the year to greet them and to make sure they understand that all students, regardless of language, are given equal access to all the school's resources, such as the school nurse's clinic and the Woodycrest Center For Human Development. This community based organization offers an after school program where the students receive academic support in very small groups, as well as structured recreational time. The bilingual and ESL teachers also speak with newcomers and their parents to ensure that they fully understand the ESL/bilingual/dual language programs and to answer any questions about the school and its programs. In addition to Woodycrest, we also offer after-school programs specifically for ELLs. Students are encouraged to participate by teachers, supervisors and coordinators according to their needs. ELLs are afforded equal access to these school programs. They receive literature in their native languages.

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.

D. Professional Development and Support for School Staff

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

Professional Development

Multiple members of the district and DOE ELL team train and support PS 73X staff and administrators in understanding and using accountability tools, Progress Reports, Quality Review, School Survey etc. to improve PS 73 organizational and instructional coherence. Support has been provided to help us construct a professional development plan differentiated to meet the needs of the individual bilingual, ESL and ELA teachers and thus meet the needs of individual ELL students.

The key element of PS 73 professional development plan is to treat teachers as professionals, empower them within the school community, and provide them with opportunities to assess and address their needs and the needs of their students. Teachers are included in as many areas as possible for school planning and specific responsibilities. Some of them are designated grade leaders, part of the school leadership team, inquiry team etc. We are a partner shool with PS/MS DL 218. Partner school provides a venue for our teachers to network, offer peer-to-peer support, and seek help with planning, targeted intervention, curriculum development, and instructional support.

Under the administration and guidance of Jean Mirvil, Principal, Arcania Jaquez, Bilingual Program Supervisor, Josephina Barroso, Bilingual Coordinator and Wilfredo Ocasio, Testing Coordinator, staff development has been designed based on staff need assessment to fulfill the needs of each of the bilingual, free standing ESL and clusters teachers that service our ELLs population. The PS 73X staff is a very close-knit network of colleagues. Our focus is on examining evidence of student learning, addressing challenges and exploring promising practices. By working together as a true professional learning community, we are determined to help ELLs attain AMAO 1 status.

In addition, there has been articulation and collaboration with several outside agencies, such as The Bronx Museum of the Arts, The Learning Village and Images Learning to help teachers to integrate technology and arts in the curriculum. Teachers will learn different methodologies to help students to construct knowledge while applying the arts, multimedia, telecommunication, internet resources, the Web and an array of other interactive technology applications and programs. This will enhance the development of second language acquisition as well as content areas proficiency. Learning Village, Images Learning and The Bronx Museum of Arts, The Story Pirate Program will provide pre-in service coaching sessions in areas that directly support the implementation of school-wide bilingual and dual language approaches which will help to improve the quality of the teacher's instruction

To fullfill the 7.5 minimum hours for ELL training for all staff, a selection of workshops have been designed for this school year.

- LAP
  Compliance and Data Analysis Support
- ESL across content areas
- Methods of teaching in a second language
  Scaffolding Language, Scaffolding Learning
- Teaching in a multicultural classroom
- Science/Math inquiry

In addition to the workshops, teachers meet on a weekly basis to plan instruction. The model follows the precise principles outlined in the ESL program descriptors. Also evident in the TBE are continuous efforts to engage in professional development. In order to consistently improve their practices, teachers take part in inter-visitations as well as Learning Walks. These forms of learning, allocate opportunities for our bilingual teachers to observe targeted areas of instruction. Modeling their own classroom practice, the goals for professional development are focused and tangible. This allows each teacher to gain knowledge of a strategy or initiative such as "Accountable Talk" that can be effectively implemented in their instruction.

To support staff to assist ELLs as they transition from elementary to Middle school, PS 73 departmentalize the fifth grade classes in the months of May and June. Each fifth grade teacher teaches one subject area and students travel from class to class to receive instruction. We invite former fifth graders to come back and talk about their middle school experience. One of our guidance counselors provides in house workshops to assist students and parents to a smooth transition into middle school.

This year, one teacher is taking courses to complete her master degree in ESL.

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- Teaching in a multicultural classroom
- Science/Math inquiry

In addition to the workshops, teachers meet on a weekly basis to plan instruction. The model follows the precise principles outlined in the ESL program descriptors. Also evident in the TBE are continuous efforts to engage in professional development. In order to consistently improve their practices, teachers take part in inter-visitations as well as Learning Walks. These forms of learning, allocate opportunities for our bilingual teachers to observe targeted areas of instruction. Modeling their own classroom practice, the goals for professional development are focused and tangible. This allows each teacher to gain knowledge of a strategy or initiative such as "Accountable Talk" that can be effectively implemented in their instruction.
To support staff to assist ELLs as they transition from elementary to Middle school, PS 73 departmentalize the fifth grade classes in the months of May and June. Each fifth grade teacher teaches one subject area and students travel from class to class to receive instruction. We invite former fifth graders to come back and talk about their middle school experience. One of our guidance counselors provides in house workshops to assist students and parents to a smooth transition into middle school.

This year, one teacher is taking courses to complete her master degree in ESL.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

D. Professional Development and Support for School Staff

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

Professional Development

Multiple members of the district and DOE ELL team train and support PS 73X staff and administrators in understanding and using accountability tools, Progress Reports, Quality Review, School Survey etc. to improve PS 73 organizational and instructional coherence. Support has been provided to help us construct a professional development plan differentiated to meet the needs of the individual bilingual, ESL and ELA teachers and thus meet the needs of individual ELL students.

The key element of PS 73 professional development plan is to treat teachers as professionals, empower them within the school community, and provide them with opportunities to assess and address their needs and the needs of their students. Teachers are included in as many areas as possible for school planning and specific responsibilities. Some of them are designated grade leaders, part of the school leadership team, inquiry team etc. We are a partner shool with PS/MS DL 218. Partner school provides a venue for our teachers to network, offer peer-to-peer support, and seek help with planning, targeted intervention, curriculum development, and instructional support.

Under the administration and guidance of Jean Mirvil, Principal, Arcania Jaquez, Bilingual Program Supervisor, Josephina Barroso, Bilingual Coordinator and Wilfredo Ocasio, Testing Coordinator, staff development has been designed based on staff need assessment to fulfill the needs of each of the bilingual, free standing ESL and clusters teachers that service our ELLs population. The PS 73X staff is a very close-knit network of colleagues. Our focus is on examining evidence of student learning, addressing challenges and exploring promising practices. By working together as a true professional learning community, we are determined to help ELLs attain AMAO 1 status.

In addition, there has been articulation and collaboration with several outside agencies, such as The Bronx Museum of the Arts, The Learning Village and Images Learning to help teachers to integrate technology and arts in the curriculum. Teachers will learn different methodologies to help students to construct knowledge while applying the arts, multimedia, telecommunication, internet resources, the Web and an array of other interactive technology applications and programs. This will enhance the development of second language acquisition as well as content areas proficiency. Learning Village, Images Learning and The Bronx Museum of Arts, The Story Pirate Program will provide pre-in service coaching sessions in areas that directly support the implementation of school-wide bilingual and dual language approaches which will help to improve the quality of the teacher's instruction

To fullfill the 7.5 minimum hours for ELL training for all staff, a selection of workshops have been designed for this school year.

- LAP
  Compliance and Data Analysis Support
- ESL across content areas
- Methods of teaching in a second language
  Scaffolding Language, Scaffolding Learning
- Teaching in a multicultural classroom
- Science/Math inquiry

In addition to the workshops, teachers meet on a weekly basis to plan instruction. The model follows the precise principles outlined in the ESL program descriptors. Also evident in the TBE are continuous efforts to engage in professional development. In order to consistently improve their practices, teachers take part in inter-visitations as well as Learning Walks. These forms of learning, allocate opportunities for our bilingual teachers to observe targeted areas of instruction. Modeling their own classroom practice, the goals for professional development are focused and tangible. This allows each teacher to gain knowledge of a strategy or initiative such as "Accountable Talk" that can be effectively implemented in their instruction.

To support staff to assist ELLs as they transition from elementary to Middle school, PS 73 departmentalize the fifth grade classes in the months of May and June. Each fifth grade teacher teaches one subject area and students travel from class to class to receive instruction. We invite former fifth graders to come back and talk about their middle school experience. One of our guidance counselors provides in house workshops to assist students and parents to a smooth transition into middle school.

This year, one teacher is taking courses to complete her master degree in ESL.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	27	26	17	12	7								103
Intermediate(I)	2	5	8	17	12	8								52
Advanced (A)	2	1	7	8	11	13								42
Total	18	33	41	42	35	28	0	0	0	0	0	0	0	197

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		10	8	3	1	0							
	I		7	9	9	9	4							
	A		11	19	23	16	13							
	P		2	3	4	10	13							
READING/ WRITING	B		25	19	14	10	13							
	I		4	9	16	12	7							
	A		1	6	9	8	10							
	P		0	5	0	6	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	0	0	0	5
4	16	19	13	0	48
5	10	26	13	0	49
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	2	3							5
4	3	8	20	12	12	0			55

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
5	5	5	15	9	17	2			53
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	3	7	6	6	1	3	26
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				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

Additional Information

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

Paste additional information here

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)	6	9	9	17				
Chinese Reading Test			h					

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

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

Assessment Analysis

According to the LAB-R and NYSESLAT results, there are 103 beginners, 52 intermediate, and 42 advanced ELLs. In the freestanding program there are 26 beginners, 20 intermediate, and 22 advanced ELLs. In our transitional bilingual program, we service 47 beginners, 28 intermediates and 17 advanced ELLs. Our dual classes contain 30 beginners, 4 intermediates and 3 advance ELLs.

Thus, we have more beginners in bilingual classes. Analysis also shows that in the lower grades (kindergarden, first and second) there are more beginner ELLs (67) than intermediate ELLs (15) and advanced ELLs (10). In the upper grades (third, fourth and fifth) there are approximately the same amount of beginners (36), intermediate (37) and advanced ELLs (32).

Patterns in Proficiency in the Four Modalities

There are several patterns in proficiency levels in the four modalities. Of 174 students tested in the 2011 NYSESLAT, 47% (82 students) performed at the advanced level and 18% (32 students) performed at the proficient level in regards to the listening/speaking aggregate modality. Also noted, 20% (34 students)of the lower grade students (grades one and two) performed at the beginning and intermediate levels as oppose to 15% (26 students) of the upper grade students(grades three, four and five).

In comparison, a greater percentage of students lacked proficiency in the reading/writing modality; 20% (34 students) performed at the advanced level and 6% (11 students) performed at the proficiency level. In addition,33% (57 students) of our lower grade ELLs and 41% (72 students) of our upper grade students performed at the beginning and intermediate levels.

These patterns across the four modalities affect instructional decisions. Teachers plan mini-lessons, practice, and support that use students' strengths in listening and speaking to build on their weaknesses in reading and writing. Students become more proficient in reading and writing as they complete work that meets grade level standards. Thus, students improve as they move up the grades.

Content Area Performance Patterns

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

Part VI: LAP Assurances

School Name: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 09x073 **School Name:** PS73X

Cluster: 4 **Network:** 21

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.

PS73X determines the primary language spoken by the parent of each student based on the Home Langguage Instructional Survey (HLIS) and orientation meetings provided to new entrants to assess whether the parent requires language assistant to communicate with the school. This information is then entered into the ATS sytem by the Pupil Personel Secretary that day. We then generate RHLA and RPOB to determine the languages of our parent body as per the Chancellor's Rgulation A-663. The demographic analysis shows the proportion of Limited English Proficient Population eligible in the services population as of November 2011.

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 demographic analysis of our Limited English Proficient Population is as follows: English 633, Spanish 294, French 8, Albanian 4, Arabic 2, Swahili 1 and Twi 1. We have identified school staff that can speak to our Spanish, French, Albanian, Arabic and Swahili parents. Our Community Based Organization is available to provide translations for all our language needs including Twi. The Parent Coordinator is available to contact the Translation & Interpretation Unit of the NYCDOE as the need arises. Our findings are reported to the community through PTA meetings, newsletters, announcements in the general office and our official school documents.

Part B: Strategies and Activities

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

All written communication including but not limited to our monthly calendar, translation of PTA meeting Minutes, report cards, written notices, correspondence and progress reports are provided in both English and Spanish. Our Dual Language French Staff have been addressing the needs of our French speaking parents. The parents who speak other languages are also proficient in English. Our community based organizations, volunteers and in-house school staff are available for language translations.

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.

All oral interpretation takes place with our in-house staff. They include administration, teachers, secretaries, school aides and parents. There is a concentrated effort being made to address language needs of our community. We have reached out to our community based organizations for our West African community as the need arises. We also use online translation programs to assist us when needed.

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

PS73X is diligent in following the guidelines of Chancellor's Regulation A-633. We have established a Translation and Interpretation plan with an internal resource for accessing written translation and oral interpretation services comprised of a full time staff. The plan ensures that parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education in the language spoken at home.

Department of Education

Title III Immigrant Funds Supplemental Program for Immigrant Students

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

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

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to TitleIIIImmigrantPlans@schools.nyc.gov.

Part A: School Information	
Name of School: PS 73X	DBN: 09X073
Cluster Leader: Chris Groll	Network Leader: Renardo Wright
This school is (check one): ❍conceptually consolidated (skip part E below) ❄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): ❍Before school ❄After school ❄Saturday academy ❍Other:
Total # of immigrant students (including ELLs) to be served: ⍰⍰⍰ Grades to be served by this program (check all that apply): ❄K ❄1 ❄2 ❄3 ❄4 ❄5 ❍6 ❍7 ❍8 ❍9 ❍10 ❍11 ❍12
Total # of teachers in this program: ⍰⍰⍰
Describe the direct supplemental instruction program in the space provided below. Description should include: • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials
Begin description here: Currently 197 of the school's 875 students (22.5% of the student body) have been identified as English Language Learners (ELL's).The majority of our ELL's fall into the immigrant status. Our goal is to improve teaching and learning in core subject areas for immigrants and to implement a strong student support to help them meet the AMAO1 and/or 2 status for the school year 2011 – 2012 and to help them perform at city and state level. Our performance data on ELA shows that our ELL population in grades 3, 4 and 5 needs to work on their academic language skills along with test taking strategies. Therefore, teachers are focusing on academic vocabulary development, and reading comprehension and writing skills during classroom instruction. Additionally, the NYCESLAT data shows that our ELL population in grades Kindergarten through five needs to work on listening and speaking skills. In addition, the LAB-R-Spanish and El Sol data tell us that many new arrivals have deficiency in their first language. PS 73X has planned two ELL programs, a Saturday Academy and an After School Native Language Instruction Program to support those students needs. The Saturday Academy will be provided to ELL students in Grades 2, 3, 4 and 5. The program commenced on October 2011 and will run thru June 2012. Three certified bilingual teachers will conduct the classes from 8:30 a.m. to 12:00 p.m. The Supervisor supporting the Saturday program work hours are from 8:30 a.m. to 12:30 p.m. The Supervisor will monitor teacher instruction by supporting teacher development and helping teachers with identifying teaching strategies. The supervisor has extensive training in state mandates for ELL and has been exposed to the curriculum and regulations of the ELL's that will be transferred to the teachers in order to move the students academically. Materials being implemented include the series "Avenues" (Harcourt), Learning Village – Destination Learning Program and a variety of traditional and contemporary literature (Scholastic), as well as books on Tape/Cassette, Cassette players Headphones, Book Bins, Leveled Books for classrooms in both English and their native language. The After-School Academy will be provided to all ELLs in grades Kindergarten through fifth. The focus will be on native language instruction to strengthen the foundation of their first language. The program will commence from December through April. The after school program began on Novemebr 12th 2011 through April 28th, 2012. Teachers assigned to the program have dual licenses, English and Spanish and had many years of experience in working with immigrant children.

Part B: Direct Instruction Supplemental Program Information

The primary goal of these programs are to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ESL instructional strategies across content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read aloud, retelling, sequencing, language experience approach, academic accountable talk and use of picture dictionaries. ELL students will work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. Additionally, a native language instruction will be provided to enhance the ELLs first language.

Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should Include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

Professional development for teachers of ELLs focuses on teacher planning of academic and linguistic objectives in all subject areas. Instructional planning of native language arts is designed to stregthen the basic listening, speaking, writing and reading skills in alignment with native language arts standards. There will be ongoing articulation between classroom and Academy teachers to effectively support ELL students in achieving English language proficiency so they can attain the same standards established for all students accross the grades. This communication plan helps to inform Academy instruction for each grade level aligned with the core curriculum.

In order to improve teaching and learning in the core subject areas for immigrants, a series of workshop will be developed. The Bilingual Coordinator, ESL teachers and administrative staff will provide workshops and individual assistance to all the staff working with ELLs on the methodology and strategies of teaching ESL. The presentations include such themes as "The ELL student" and "Using ESL/ELL Strategies – Scaffolding Language Scaffolding Learning, Native Language Instruction. Workshops will be held once a month with added support throughout the school year.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities
Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include: • Rationale • Schedule and duration • Topics to be covered • Name of provider • How parents will be notified of these activities
Begin description here: Parental needs are evaluated through formal interviews and informal conversations during parent-teacher conferences, workshops, school events, and PTA meetings. Staff and the administration do every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socio-economic situation. We work closely with them, for instance, when we have to make referrals for different services based on the students' needs. Based on that evaluation, PS 73X has a parent program in place for the year 2011 – 2012. One of the goals is to assist parents of immigrant students by offering comprehensive community services. We have a partnership with different community organizations such as 'Woodycrest', 'Change for Kids' and 'The Bronx Museum of Arts'. They provide services in legal, housing, Child Abuse, domestic Violence, and other social areas. They also provide information in how to use the available resources in the community. PS 73X provides parent workshops are designed to inform parents of their rights and to enable them to assist their children in their academic and social growth. The on-site coaches, the school social worker, invited speakers and the Parent Coordinator provide the presentations. The workshops are conducted in English and Spanish. The presentation includes such themes as "The Parent Connection: Available Programs for our English Language Learners" Using ARIS to Track Children's Growth and "Helping your child develop critical thinking skills". Parents are notify of this activities by mail, emails, flyers and parent brochures in parent's language choice. Begin description here:

Part E: Budget		
FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED <u>ONLY</u>. Ensure that your budget matches your plan as described in Parts B, C, and D above.		
Allocation Amount: $ 24772		
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.)	13977	Teachers that participate in the

Part E: Budget		
FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.		
Allocation Amount: $ 24772		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
• Per session • Per diem		program will be paid at the going rate: 3 teachers x 23 sessions x 3 hours x $50.10 = $10362 One supervisor assigned to the program will be paid as follows: 1 supervisor x 23 sessions x 3 hours x $ 52.39 = $3615
Purchased services • High-quality staff and curriculum development contracts	7855	Qualified consultants will be part of the program and charged to the fund at a cost of $7855
Supplies and materials (Must be clearly listed): • Supplemental • Additional curricular, instructional materials		
Educational software (Object Code 199)		
Travel		
Other	2940	Admissions and travel to support the program will be charged to the program at a cost of $2940
TOTAL	24772	